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ABSTRACT

The text and accompanying software are for use by state education agency personnel concerned with needs assessment under the Comprehensive System of Personnel Development (CSPD) as it relates to special physical education. "Book One," devoted to strategic planning, contains background information and directions for the development of effective needs assessment procedures covering preservice, inservice and staff development needs for those persons providing physical education for handicapped students. Appendices include (1) a comparison of survey research in adapted physical education; (2) blank forms to complete comprehensive plan needs statements, a special education inservice training and staff development needs survey, and a physical education survey; (3) the model for the Georgia physical education survey; (4) a system for establishing sample size; and (5) a prototype monitoring instrument for physical education. "Book Two," on data collection and analysis, is designed to acquaint state agency personnel with the SpecPE Needs Assessment Management System. It contains a survey instrument, documentation for using the analysis software (provided on IBM compatible floppy disk), and samples of printed reports the system can produce. An overview of the data storage and retrieval system are provided along with instructions for data entry, file management, and minor in-house modifications. Attachments include: (1) a position paper on physical education (PE) for individuals with handicapping conditions written in response to a request from the Office of Special Education Programs; (2) a practitioner's survey on PE services provided to handicapped students (the original data collection instruction); (3) a CSPD-PE plans and services brochure; (4) guidelines for SpecPE error correction procedures; (5) an annotated list of symposium papers on teacher training needs in adapted PE; and (6) federal compliance guidelines for PE services to handicapped children. (VW)

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NEEDS ASSESSMENT MANAGEMENT IN SPECIAL PHYSICAL EDUCATION

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT IN PHYSICAL EDUCATION

UNIVERSITY OF GEORGIA
ATHENS, GA

AN EQUAL OPPORTUNITY INSTITUTION

EC 201 981

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PROJECT CSPD:PE

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FOREWORD

Advisory Board Members and Project Staff met in 1984 and 1985 to plan directions for the CSPD:PE Project. The meetings were used to determine the most effective means of addressing CSPD in the context of physical education. This manual is a result of the meetings. It is intended to be used as a resource to assist states in the determination of inservice, pre-service and staff development needs in physical education.

The Project attempts to assist states in developing appropriate procedures and instruments:

1. To determine the qualifications of individuals who are providing physical education for handicapped students in their states.

2. To determine the extent to which physical education personnel are providing appropriate physical education services to handicapped students served in the public schools of the state. Specifically addressed will be services pertaining to: a) referral, b) IEP, c) parent involvement, d) placement, e) related services, f) assessment, g) individualized instruction, h) facilities, i) budget, j) class time.

3. To determine the opinions of respondents about the need for in-service training in adapted physical education.

The Project will cooperatively plan the objectives, procedures and format of data analysis according to the needs of each individual state as reflected through their comprehensive manpower planning committee. The utilization of the CSPD within each state allows state education agencies to address their individual state needs as well as national priorities in personnel preparation, whether it be inservice, preservice, or staff development. Addressing special physical education training needs may stimulate CSPD committees to critically review other discipline personnel concerns to ascertain their adequacy, consistency and realistic projections.

The process of being fully informed and involved in the planning for the delivery of services at the state level is of paramount importance. More specifically, there is a concern for a comprehensive needs assessment process to be identified and developed. Advocates of quality services in physical education should be involved in this development. The importance of this activity warrants the time and energy necessary to become knowledgeable about and involved in this process.

Ernest Bundschuh
Project Director

BOOK ONE

STRATEGIC PLANNING

PURPOSE

This book is primarily for the use of state education agency personnel concerned with needs assessment in the context of the Comprehensive System of Personnel Development. The purpose of the information provided is to assist states in the identification and fulfillment of service needs in special physical education; including pre-service, inservice, and staff development. Background information related to Public Law (PL) 94-142 and physical education is included for the purpose of clarifying the rationale for states to assess needs in this curriculum area. Directions for effective needs assessment development concerning the goals of special physical education and cooperative planning is included. In addition, a closer look at the needs assessment process is provided to assist states in the collection, analysis, and validation of physical education training needs.

Deb Baber
Project Coordinator

Part I

NEEDS ASSESSMENT OVERVIEW

PUBLIC LAW 94-142 AND PHYSICAL EDUCATION

The rules and regulations for the Education for All Handicapped Children Act (PL 94-142) and Section 504 of the Rehabilitation Act (PL 93-112) specify the intent of Congress for physical education to be a direct delivery service to handicapped children.

> Special Education means specially designed instruction at no cost to the parent, to meet the unique needs of a handicapped child, including classroom instruction, instruction in (physical education), home instruction and instruction in hospitals and institutions...(Federal Register, Section 121a.14, August 27, 1977).

Physical Education is not only included as a direct special education service but is the only curricular area which is specifically identified in the definition of special education. Physical education means the development of: (1) physical and motor fitness, (2) fundamental motor skills and patterns, and (3) skills in aquatics, dance and individual and group games and sports (including intramural and lifetime sports) (Federal Register, Section 121a.14, August 23, 1977).

The emphasis on physical education in the legislative mandates reflects Congressional intent: "The Committee expects the Commissioner of Education to take whatever action is necessary to assure that physical education services are available to all handicapped children and has specifically included physical education within the definition of special education to make clear that the committee expects such services, specially designed where necessary, to be provided as an integral part of the educational program of every handicapped child." (U.S. Congress House Report No. 94-322).

The intent of Public Law 94-142 is to provide handicapped students the opportunity to participate in educational programs which are considered to be the least restrictive environment. However, regular class placement may not always be possible or desirable for some students. When this occurs alternative placements and programs may be necessary.

> If specially designed physical education is prescribed in a child's individualized program, the public agency responsible for the education of that child shall provide the service directly or make arrangements for it to be provided through other public programs...(Federal Register, Section 121a.307, August 23, 1977).

Due to a variety of circumstances, physical education service needs have not been well documented by state education agencies. As reflected in the federal mandates, physical education should be included in the needs assessment process.

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT (CSPD)

State and local education agencies are required by Public Law 94-142 to have a comprehensive staff development plan. Each state must outline:

...the development and implementation of a comprehensive system of personnel development (CSPD) which shall include the inservice training of general and support personnel, detailed procedures to assure that all personnel necessary to carry out the purposes of this Act are appropriately and adequately prepared and trained, and effective procedures for acquiring and disseminating to teachers and administrators of programs for the handicapped children significant information derived from educational research, demonstration, and similar projects. (Federal Register, Section 121a.380, August 23, 1977).

The CSPD outlines needs, plans and activities in both inservice and preservice training. In light of the increasing importance to be placed on the CSPD by Special Education Programs, several points should be considered:

Participatory Planning:
Are physical education personnel involved in the planning and development of the CSPD?

Needs Assessment:
Do the needs assessment studies typically done to set priorities for preservice and inservice training in the state include physical education service personnel at all levels of training? This is crucial as these needs become priorities with training budgets allocated to each accordingly. Can manpower data be collected as part of statewide needs assessment which will allow projection of supply and demand needs for three to five years?

Preservice Training:
PL 94-142 calls for appropriate services to be delivered to handicapped students by 'qualified personnel." The definition of "qualified" is left to each state and is reflected in the teachers certification or licensing regulations. Without approval as a qualified teacher of special education students, administrations have been reluctant to hire specialists in physical education for the handicapped.

Inservice Training:
Are physical education personnel involved in studying inservice training needs in the state? Is physical education included in the competencies which will guide preservice and inservice training in each state?

Dissemination:
Emphasis on identifying, reviewing, and disseminating promising and proven educational practices is included in the CSPD. This is not a well-known aspect of the CSPD, but it suggests a thorough assessment of practices in the state and development of resources for assistance in personnel preparation at the state and local levels. Are effective physical education programs included in this network?

Evaluation:
As would be expected with the trend toward evidence of quality of programs at all levels of education, evaluation is a strong component of the CSPD. The overall effectiveness of the CSPD for meeting personnel needs will be evaluated. This, of course, implies that physical education programs of personnel preparation (preservice and inservice) must strengthen the evaluation component to become a continuing part of this system.

GOALS OF PHYSICAL EDUCATION SERVICES

In defining physical education, the federal government provided state and local education agencies the basis from which service goals could be determined for individual states. As state agencies identify goals they must determine effective methods for assessing achievement of desired outcomes.

A plan for the provision of physical education services to handicapped students would be facilitated through its inclusion in state and local plans. Effective plans of action to address educational needs are enhanced through first determining the extent to which services exist in the schools. A comparison of studies from the related literature note that similarities and differences exist across a number of states (see Appendix A) for any given state. Specific areas of concern might include:

1. The qualifications of individuals who are providing physical education for handicapped students in (state) with respect to degree, college credits in courses related to special education, and extent of inservice in adapted physical education.

2. The extent of physical education services provided to handicapped students in (state) by physical education personnel with respect to referral, involvement in

the IEP process, parental involvement, placement, assessment, individualized instruction, facilities, budget and class time.

3. The needs for inservice in adapted physical education in (state).

NEEDS ASSESSMENT IN PHYSICAL EDUCATION

Needs Assessment in Physical Education is necessary not only to meet the intent of the law but also for a number of other important considerations including:

1. Clarifying the roles and responsibilities of adapted and regular physical education personnel, physical education professional preparation programs, state and local physical and special education directors.

2. Identifying training needs of those individuals providing services to handicapped children as a result of clarifying roles and responsibilities. For example, the adapted physical educator will primarily be responsible for providing physical activity for the student who is more severely handicapped. The regular physical educator, however, will provide experiences for the students with mild handicaps. Whereas the adapted physical educator may be highly specialized, the regular teacher may provide activities for students with a variety of handicapping, although mild conditions. Thus, the training needs may vary in terms of breadth and depth.

3. Justifying adapted physical education personnel needed to provide programs for handicapped children and youth.

4. Enhancing the quality of physical education services provided to handicapped children and youth.

5. Prioritizing of needs for various special populations on a continuum from reflex activities to culturally determined forms of movement.

6. Identifying the manner in which physical education needs can be met, including geographic location, school system size, and availability of training sites and personnel.

EFFECTIVE NEEDS ASSESSMENT

A publication describing needs assessment considerations in relation to a comprehensive system of personnel development (CSPD) was developed as a component of a federally funded project (Project on Cooperative Manpower Planning, 1981). It was recognized that

the quality of services provided to handicapped children and youth is partially dependent on the systematic assessment and interpretation of needs within the field (herein, physical education) and followed by appropriate action. A primary goal involved the formulation of strategies associated with needs assessment in the context of CSPD. Four major phases in the development and implementation of a needs assessment system to determine special education personnel needs were identified: (1) identification of the organizational structure, (2) planning, (3) information gathering procedures, and (4) analysis and utilization of information. The strategies outlined serve as a resource for those individuals involved in the needs assessment activities, providing an introduction to the process and suggestions about related procedures (Schofer, 1981).

PART II

WHO IS INVOLVED?

State Education Agencies (SEAs) and Local Education Agencies (LEAs) are required by the Education for All Handicapped Children Act (1975) to have a Comprehensive System of Personnel Development (CSPD) to adequately and appropriately prepare the personnel for implementing programs for all handicapped children and youth. An annual needs assessment must be conducted by each SEA to determine personnel requiring staff development activities as well as areas of training need.

Although the annual needs assessment should include data on all personnel involved in the education of handicapped students, physical education needs appear to be overlooked as they are included under the categories of regular and/or special education. Presently, there appears to be a lack of structure in the establishment of a needs assessment process for determining the type and extent of physical education services provided to our nation's handicapped students. Therefore, it is imperative that each state include physical education in the needs assessment process. It is recommended that SEAs and LEAs specifically include a physical education component to the annual needs assessment approximately every three years.

THE INPUT AND IMPLEMENTATION MODEL

As part of its responsibility in the administration of P.L. 94-142 and in the implementation of the CSPD mandated under the law, a Department of Education may collect data from a variety of sources. The primary information source is the LEAs Comprehensive Plan that is filed yearly with Departments of Education. The Comprehensive Plan contains data which includes major categories of need and the target groups/type of personnel requiring training in the identified areas of assessment, curriculum and instruction, classroom organization and management, parent-staff relationships, staff cooperative planning and requirements related to P.L. 94-142 (see Appendix B).

Second, Departments of Education use data generated through by the Evaluation and Assessment Instrument. Generally, one-third of a state's school systems are monitored each year by personnel from the Department of Education, Program for Exceptional Children. The monitoring reports contain recommendations indicating service/training needs yet to be met by the school system (see Appendix C).

A third source of information used by Departments of Education may be derived from surveys sponsored by each state's Learning Resource System. The surveys include information pertaining to teachers and other personnel responsible for the educational services provided to handicapped students, the type of handicap of students served,

priorities for inservice training, and the availability of resources. Additional data categories are similar to those found in the LEA Comprehensive Plan (see Appendix D).

These three sources represent an effort toward cooperative planning as recommended by the Office of Special Education Programs (USOE, 1979). Specifically, states were advised to include personnel from institutions of higher education, state and local education agencies, parents and others in the development of a statewide workforce planning system.

Most State's comprehensive plans and surveys are categorical, addressing types of handicapped students served, rather than programmatic or curricular content areas. These sources of input, therefore, fail to address physical education directly. The Evaluation and Assessment Instrument utilized as a source of need, generally has questions which pertain to handicapped students in physical education.

1. Do exceptional students participate in a regular physical education program?

2. Do exceptional students participate in a specially designed physical education program if their IEP's so specify?

The questions, however, do not indicate the extent of services or the qualifications of personnel providing instruction.

Similarly, states use a variety of data sources in the needs assessment process. Although the sources do not address physical education directly, they can be effective in cross-checking and validating needs identified through a specially designed physical education needs assessment.

PHYSICAL EDUCATION SURVEY

The three data sources: (1) Local Comprehensive Plans, (2) Evaluation and Assessment Instruments, and (3) Learning Resource System Surveys, should be reviewed as preliminary steps in developing a physical education survey. With the cooperative guidance of state Department of Education leadership personnel an instrument can be developed that assess the needs of direct service providers of physical education in a state.

A modified version of a survey instrument developed in Indiana is presently recommended to determine physical education service needs (Baber, 1985). Criteria for the selection of the instrument and survey methodology include validity, generalizability, and ease of administration. The Physical Education Survey (see Appendix E) meets the criteria in the following manner:

1. The content validity has been established by members of state needs assessment subcommittees of CSPD advisory councils and leadership personnel in State Education Departments, Program for Exceptional Children.

2. The selection of the instrument has been based upon the generalizability of needs scores between states. Similar instruments have been used to collect data in physical education (Barnes, 1982; Dummer and Windham, 1981; Hardison, 1980; Harris, 1977; Stokes, 1970; Tucker, 1983).

3. Departments of Education generally conduct an annual needs assessment in special education. The physical education survey, conducted in conjunction with the existing process is a viable source of data collection, facilitating completion and analysis of data.

Several individuals need to be involved in the organizational structure of the needs assessment process in physical education. These include state and local directors of special and physical education, institutions of higher education (IHE) physical and special education personnel, adapted and general physical educators, special education teachers, and parents. These individuals have a variety of concerns and responsibilities relative to planning and conducting an effective needs assessment in physical education. State and local education agencies are responsible for conducting the needs assessment with subsequent use of data to meet the intent of the law, as well as justify personnel needs. IHE personnel can use the data to determine professional, preparation needs in physical education, thus enhancing program development and the quality of teachers providing physical education services to handicapped students.

PART III

A CLOSER LOOK AT PHYSICAL EDUCATION NEEDS ASSESSMENT

Individual state education agencies must determine the desired outcomes of a needs assessment in physical education. Specific areas of inquiry might be related to (1) teacher qualifications, (2) extent of physical education services provided to handicapped students or (3) needs for inservice in adapted physical education. Initially, state education agencies can use the Physical Education Survey Model for ease of administration with subsequent revisions as needed (see Appendix F).

COLLECTING, VALIDATING AND ANALYZING DATA

SEAs have a variety of information sources which can be used to determine generic areas of need. These include (1) local education agency comprehensive plans, (2) state monitoring reports, (3) state surveys, and (4) data from parent groups (these include Coalition for Special Kids, Parents Educating Parents, and the Association for Retarded Citizens to name a few), and (5) beginning teacher tests. Additional information can be obtained from regular and adapted physical education teachers by way of state established resource systems and service agencies, and state and local special and physical education directors. The physical education data may be collected primarily by way of the state's resource system.

Procedures for collecting data include sampling strategies which may depend somewhat on the availability of resources. For example, a Department of Education may provide a directory containing all certified persons presently teaching physical education in the state's public schools. These personnel are generally separated by educational district, school system or some other means of grouping. Selection of survey respondents begins with assigning each individual a number based upon one of the educational service districts or systems. Sample size for each primary group is then determined by utilizing a standard system for calculating the appropriate number of subjects (Krejcie and Morgan, 1970) (see Appendix G). Finally, a table of random numbers is used to select physical educators from each district. This method appears to be a viable sampling strategy for a state agency to use.

Validation strategies include comparing existing data with more specific physical education needs assessment results. As previously indicated, SEAs already have a variety of available data sources. At least three of these sources should be used for the purposes of validation of results. The primary source for validation of findings may be the State Department's program monitoring the Education for All

Handicapped Children Act. A monitoring instrument for physical education may be considered as a means for validation (see Appendix H). Other validation strategies may include follow-up observation of actual practices which are occurring in physical education programs, interviews with physical education teachers and students, and survey of parents (trends in services, in other areas of special education can be extrapolated to physical education).

Initially, state education agencies may elect to compute simple descriptive statistics in analyzing data. These include frequencies, percentages, means, standard deviations, and extremes. For example, the statistics can be computed for regular and adapted physical education teachers with respect to qualifications, nature of the program, and the need for inservice training for the state as a whole. In addition, frequencies and percentages can be computed for educational districts or systems with respect to inservice needs identified by regular physical education teachers

As needs are identified and prioritized, additional types of analysis may be preferred. These may include: 1) differences or discrepancies between what the populations indicate is occurring and what should be occurring in accordance with state and federal mandates, 2) quantitative and qualitative analysis of specific questions, 3) relationships between district population and areas of programming in physical education, and 4) trend analysis to predict future needs and problems.

It is proposed that this manual will assist SEAs in the determination of needs in physical education. Identified needs will vary from state to state and often between regions within a state, therefore each SEA may need to develop unique methods for achieving desired outcomes based upon availability of resources, facilities, personnel and other characteristics unique to a particular state.

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APPENDIX A

COMPARISON OF SURVEY RESEARCH IN ADAPTED PHYSICAL EDUCATION

Comparison of Survey Research Studies

Source	Purpose	Population	Conclusions
Barnes (Florida, 1982)	To determine the training needs of teachers in regard to handicapped students	Regular physical education teachers	Need for training in methods and techniques, curriculum organization and administration
Bird and Gansneder (Virginia, 1979)	To determine the level of preparedness of teachers in meeting P. L. 94-142	Public school regular education teachers	Professional preparation was inadequate in areas of handicapping conditions and assessment of motor dysfunction
Chasey (1979)	To determine attitudes toward physical education for handicapped	State directors of special and physical education	Discrepancy between what subjects actually existed and should exist in physical education
Clark (Utah, 1978)	To determine attitudes toward mainstreaming	Secondary public school regular physical education teachers	Attitudes were not affected by experience; inservice participants had better attitudes; concerns were time; knowledge about students, teacher aides; equipment and facilities; and student-teacher ratio
Dummer & Windham (Maryland, 1982)	To assist regular teachers in meeting the needs of handicapped students	Elementary and secondary school regular physical education teachers	Determining needs was an important factor in the success of staff development; concerns were lack of input into the IEP process, teacher loads, inadequate professional preparation, identification of special students, funding, and lack of communication with special education

Source	Purpose	Population	Conclusions
Hardison (Tennessee, 1980)	To determine the status of physical education for handicapped students in the public schools	Public school principals	Most students were mainstreamed; less than 15% of schools have APE; special education teachers provided physical education; teacher observation used to determine strengths and weaknesses; more than 85% needed additional inservice training
Harris (Oregon, 1977)	To determine extent of understanding, intent, and impact of P. L. 94-142 on physical education and special education students	Regular public school physical education teachers	Inservice increased knowledge; need for additional inservice and more and varied approaches
Johnson (California, 1976)	To determine opinions concerning successful mainstreaming	Regular classroom teachers	Concerns were total class size, inservice needed in general content areas and instructional planning
Jones (Texas, 1978)	To determine current and desired status of preservice and inservice training	Physical and special education chairs from colleges and universities and special education directors from Education Service Centers	Need for practicum experience and inservice training in activities
Marston (Iowa, 1982)	To determine perceptions regarding the influence of P. L. 94-142 upon curriculum and selected behaviors	Regular public school physical education teachers	Curricula was inadequate for handicapped; evaluation needed improvement; progress slow in determining needs of handicapped students; IEP staffings ineffective in P.E.; inservice was desired

Source	Purpose	Population	Conclusions
McClaron (Tennessee, 1981)	To determine if degree of teacher involvement in planning inservice was directly related to perceived effectiveness of training and needs for teacher preparation	Regular classroom public school teachers and administrators	Teachers identified a need to be involved in planning inservice; need to improve communication and ongoing evaluation of inservice
Peck (New York, 1981)	To determine knowledge and skill needs of teachers for successful mainstreaming	Regular public school physical education teachers	Needs were skills in assessment, pupil placement and support, and individualized instruction; need for inservice
Stokes (Louisiana, 1980)	To determine programming procedures in public and private schools and colleges	Public and private school and college personnel	Needs were to establish inservice in APE as priority including individualized instruction, legislation, psychomotor assessment, diagnostic, prescriptive teaching and modifying activities
VonRosenberg (Texas, 1980)	To determine teacher competencies for mainstreaming	Regular and special education classroom teachers	Need for training in classroom organization and selection and adaptation of materials
Tucker (Virginia, 1983)	To determine handicaps of students and if needs were met in APE	Regular physical education teachers	Need for APE; physical education provided with little emphasis on needs of handicapped students; and need for inservice
Raber (Georgia, 1984)	To determine the status of physical education for handicapped students in Georgia	Public school physical education teachers	Teachers desire inservice training; needs assessments should be conducted targeting populations to receive training; teacher involvement in IEP is marginal; cost of test materials, time and skills to assess adaptive behavior are concerns of teachers

APPENDIX B

COMPREHENSIVE PLAN NEEDS STATEMENTS

System	FY

Comprehensive System of Personnel Development

LEA's are required by P.L. 94-142 to have a comprehensive staff development plan providing support and inservice training to personnel who provide services to exceptional children. The following data is collected as a part of the SEA's responsibility in the administration of P.L. 94-142.

A. Briefly describe your LEA's needs and assessment process and the types and number of personnel involved (special education teachers, regular education teachers, principals, parents, etc.).

Process–

Personnel–

B. Please describe within the following major categories the needs which have been identified and the type of personnel needing training (teachers, SLD teachers, regular teachers, related services personnel, principals, etc.)

Assessment (screening, identification, placement, instructional planning, etc.)–

Needs	Target Group

System | FY

Comprehensive System of Personnel Development (continued)

Curriculum and Instruction (content areas, teaching strategies, etc.)

Needs | Target Group

Classroom Organization/Management (instructional management and child management)

Needs | Target Group

Parent–Staff Relationships (IEP development, conferences, etc.)

Needs | Target Group

Staff Cooperative Planning (IEP development, regular ed/special ed planning, aides and volunteers, etc.)

Needs | Target Group

System	FY

Comprehensive System of Personnel Development (continued)

Requirements Related to P.L. 94-142 (due process, procedural safeguards, surrogate parents, team evaluations, least restrictive environment, nondiscriminatory testing, etc.)

Needs

Target Group

C. Please indicate the approximate number of teachers who will receive inservice training in 1983-84.

Severely Mentally Handicapped	
Moderately Mentally Handicapped	
Mildly Mentally Handicapped	
Specific Learning Disabled	
Bahavior Disordered	
Orthopedically Handicapped	
Hospital/Homebound	
Visually Impaired	
Hearing Impaired	
Speech/Language Disordered	
Gifted	
Regular Education Teachers	

APPENDIX C

EVALUATION AND ASSESSMENT DOCUMENT

P. L. 94-142 EVALUATION AND ASSESSMENT
FY 86 DOCUMENT

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
DIVISION OF SPECIAL PROGRAMS
PROGRAM FOR EXCEPTIONAL CHILDREN

DE FORM 1077, August 1984

P. L. 94-142 EVALUATION AND ASSESSMENT

COMPLIANCE RATING SECTION

A total compliance rating (T) is assigned when the requirement is fully implemented with no exceptions. A partial compliance rating (P) may indicate that a procedure is in progress, that it is generally implemented with some exceptions, or that only one component of the requirement is being implemented. The comment section can be used if some clarification is needed. A noncompliance rating (N) would be given if the requirement has not been implemented. If a situation has not occurred, N/A would be marked under the total compliance column.

GEORGIA DEPARTMENT OF EDUCATION
OFFICE OF INSTRUCTIONAL SERVICES
DIVISION OF SPECIAL PROGRAMS
PROGRAM FOR EXCEPTIONAL CHILDREN

MONITORING SEQUENCE CHART

I. ACTIVITIES PRIOR TO ON-SITE

Notification to LEA by DOE

District TA by DOE

Contact by Monitor

LEA Materials to DOE

II. ACTIVITIES DURING ON-SITE

Monitoring On-Site

III. ACTIVITIES FOLLOWING ON-SITE

Final Report to LEA

30 days

Corrective Action Plan (CAP) to DOE

30 days

DOE Review of CAP

30 days

Post-Monitoring

3 months
12 months

SYSTEM _____ SUPERINTENDENT _____

MONITORING TEAM LEADER _____ MONITORING DATE(S) _____

DISTRICT LIAISON _____

REQUIREMENTS	T	P	N	COMPLIANCE INDICATORS	COMMENTS*
I. CHILD FIND NO. 1–2					
1. Are all exceptional students located through an on-going process which includes a pre-referral process a. in the LEA schools? b. out of the LEA schools (private schools, community placements, State schools, DHR, etc.)?	☐	☐	☐	Pre-referral process and procedures Special education referral process for location of students Special education evaluation and placement process for identification of students Child Find Activities Child Serve Activities Length of time between special education referral and placement	
2. Are all exceptional students being identified through an on-going process a. in the LEA schools? b. out of the LEA schools (private schools, community placements, State schools, DHR, etc.)? 34 CFR 300.220	☐	☐	☐	In school special education identification procedures Emphasis on 0-21 child find age Special education teacher interviews/questionnaires Incidence figures identified per program area Waiting lists for special education evaluation and placement Regular education teacher interviews/questionnaires	
II. DUE PROCESS NO. 3–12					
3. Do all students have required signed parental consents for a. preplacement evaluations? b. initial placement? 34 CFR 300.504	☐	☐	☐	Copies of notice forms (dismissal, termination, significant service changes, etc.) Parental interviews verify that prior notices are given before evaluations (other than mass screenings) Special education teacher interviews/questionnaires Parent interviews indicate that prior notice is given before meetings are held that will affect their child's placement Administrator interviews Person responsible for giving notices	

*USE REVERSE SIDE OF PAGE(S) FOR ANY ADDITIONAL COMMENTS.

DE FORM 1077, August 1984

SYSTEM _____

REQUIREMENTS	T	P	N	COMPLIANCE INDICATORS	COMMENTS
4. Is written notice provided to parents before the school system proposes to initiate or change, or refuses to initiate or change the				Copies of notice forms (dismissal, termination, significant service changes, etc.)	
a. identification?	☐	☐	☐	Parental interviews verify that prior notices are given before evaluations (other than mass screenings)	
b. evaluation?	☐	☐	☐		
c. special education placement?	☐	☐	☐	Special education teacher interviews/questionnaires	
d. related services provided?	☐	☐	☐	Parent interviews indicate that prior notice is given before meetings are held that will affect their child's placement	
				Administrator interviews	
34 CFR 300.504				Person responsible for giving notices	
5. Does written notice (No. 4 above) contain				Copies of notice forms	
a. a description of the action proposed or refused?	☐	☐	☐	Parent interviews	
b. description of tests, procedures or reports to be used as a basis for decisions?	☐	☐	☐	Copy of parents rights Evidence that parents receive rights	
c. a full explanation of parents' rights?	☐	☐	☐	Parents receive notice that describes the purpose of the consent that is requested	
				Parents receive explanation of options considered and/or rejected	
34 CFR 300.505				Parents receive an attachment to the written notice which gives descriptions of evaluation tools employed	
6. Is the parents' native language or mode of communication used				Documentation of use of interpreters, if occurred	
a. for all forms?	☐	☐	☐	Procedures for providing oral notice if needed	
b. at all meetings?	☐	☐	☐	Notices are presented in language and form understandable to parents	
34 CFR 300.505				Parent interviews	

SYSTEM _____

REQUIREMENTS	T	P	N	COMPLIANCE INDICATORS	COMMENTS
27. Does the IEP and/or student's file document the involvement in each IEP meeting of				Documentation of correspondence, home visits, and phone contacts	
a. the LEA representative?	☐	☐	☐	Names and positions of meeting participants	
b. the child's teacher?	☐	☐	☐	Student records	
				Interviews/questionnaires	
c. one or both parents?	☐	☐	☐	Regular educators are knowledgeable of IEP or receive copy	
d. the evaluator or someone knowledgeable of evaluation results?	☐	☐	☐		
e. the child, where appropriate?	☐	☐	☐		
f. other individuals or agency representatives, as appropriate?	☐	☐	☐		
34 CFR 300.344					
28. Does the LEA insure the development of the IEP and the rights of the handicapped for those students referred to and receiving special education and related services at non-LEA public facilities (including but not limited to DHR service centers and state schools)?	☐	☐	☐	Correspondence	
				Records of students at non-LEA public facilities	
				Documentation of phone contacts	
				Implementation of state interagency cooperative agreements	
34 CFR 300.341					

SYSTEM _____

REQUIREMENTS	T	P	N	COMPLIANCE INDICATORS	COMMENTS
V. FREE APPROPRIATE PUBLIC EDUCATION No. 29–34					
29. Is a free appropriate public education provided to all exceptional children				IEP's	
a. within timelines?	☐	☐	☐	Legally mandated ages (5–18) receive FAPE	
				Waiting lists	
b. within age ranges set forth in the system's special education comprehensive plan?	☐	☐	☐	Teaching caseloads	
				Special education monthly report	
c. at no cost to parents for public placements?	☐	☐	☐	December child count report	
				End-of-year report	
34 CFR 300.4, 300, 302				Public residential placements (including State schools, institutions, and group homes)	
30. Does the LEA ensure the proper functioning of hearing aids?	☐	☐	☐	Policies and procedures	
				Interviews	
34 CFR 300.303					
31. Do exceptional students participate				Description of programs available and number and exceptionality of students participating in each	
a. in a regular physical education program?	☐	☐	☐	Special education teacher interviews/questionnaires	
b. in a specially designed physical education program if their IEP's so specify?	☐	☐	☐	IEP's	
34 CFR 300.307					

SYSTEM _____

REQUIREMENTS	T	P	N	COMPLIANCE INDICATORS	COMMENTS
32. Does the LEA insure that handicapped children participate, as appropriate, in a variety of educational programs and services including				Cooperative agreement(s) with Vocational Education, Vocational Rehabilitation, and other agencies Curriculum review	
a. art?	☐	☐	☐		
b. music?	☐	☐	☐	Special education teacher interviews/questionnaires	
c. industrial arts?	☐	☐	☐	Principal interviews	
d. consumer and homemaking education?	☐	☐	☐	Description of programs available and number and exceptionality of students participating in each	
e. vocational education?	☐	☐	☐	RVI caseload	
34 CFR 300.305				Program of work review	
33. Are the special education facilities including classrooms				Building visits Location of special and regular education classrooms	
a. designed for program accessibility for the handicapped?	☐	☐	☐	Special education teacher interviews	
b. of comparable quality to regular education facilities?	☐	☐	☐	IEP's	
c. of adequate size?	☐	☐	☐	Placement minutes	
d. sufficiently lighted, heated, and ventilated?	☐	☐	☐	Rehabilitation Act Section 504, self evaluation Comprehensive Plan Facilities, Form DOE 883	
e. located in buildings with regular classes where appropriate?	☐	☐	☐	Current building standards checklist/visit	
34 CFR 300.304					
34. Are transportation services provided				Parent interviews	
a. at no cost to the parents when appropriate?	☐	☐	☐	Policies and procedures Transportation director interview	
b. with modifications as necessary?	☐	☐	☐	Administrator interviews IEP review List of transportation services for students served at State schools and residential programs	
34 CFR 300.13				End-of-year report	

SYSTEM _____

REQUIREMENTS	T	P	N	COMPLIANCE INDICATORS	COMMENTS
VI. LEAST RESTRICTIVE ENVIRONMENT-Nos. 35–37					
35. Are special education classes, special schools, and other separate placements of handicapped children				IEP's Interviews Placement minutes	
a. made only when the nature and severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily?	☐	☐	☐	Student records (especially evaluation reports) Reevaluation policies and procedures	
b. appropriately documented?	☐	☐	☐	Complete records of placements at State schools and/or institutions	
c. based on the IEP?	☐	☐	☐	Reevaluation waiting lists	
d. in the home school unless otherwise specified in the IEP?	☐	☐	☐		
e. reviewed for possible harmful effects and quality of services?	☐	☐	☐		
f. reviewed annually?	☐	☐	☐		

34 CFR 300.550, 552

APPENDIX D

GLRS SURVEY INSTRUMENT

GLRS District _____

Georgia CSPD
Survey of Special Education
In-Service Training and Staff
Development Needs

Your assistance in completing this survey is requested so that we might better plan in-service training and personnel development on a statewide basis.

School System _____

Indicate your major professional responsibility. Check the one most appropriate.
*Regular Education Teachers please complete grade level and/or subject taught.

_____Regular Education Teacher* *Grade Level_____ *Subject Taught_____

_____Special Education Teacher Age Level_____

Exceptionality: (Check all that apply).

_____Educable Mentally Retarded (EMR)
_____Trainable Mentally Retarded (TMR)
_____Severely Mentally Retarded (SMR)
_____Specific Learning Disabled (SLD)
_____Behavior Disordered (BD)
_____Hard of Hearing/Deaf
_____Multi/Physically Handicapped
_____Speech/Language Impaired
_____Visually Handicapped/Blind
_____Gifted
_____Interrelated

_____School Psychologist
_____Counselor
_____Teacher Aide/Paraprofessional
_____Special Education Director
_____Regular Education Administrator
_____Consultant
_____Other (specify) _____

Rank these in priority order (1 is high, 7 is low) to indicate the areas in which you would like training:

_____ Assessment (Identification procedures, diagnosis, making placement decisions, team evaluation procedures, instructional planning).

_____ Due Process (Procedural safeguards, surrogate parents, confidentiality, legal responsibilities).

_____ IEP Development (Writing objectives, determining appropriate content, involvement of regular educators, fostering parent participation).

_____ Educational Programming (Teaching strategies, selecting and modifying content or materials, management procedures for organizing instruction and child management techniques).

_____ Service Delivery (Regular and special education cooperative planning, availability of services for a free and appropriate education (FAPE), assuring instruction in the least restrictive environment (LRE).

_____ Parent Involvement (Communicating with parents, parent participation in conferences).

_____ CSPD (Comprehensive System of Personnel Development; creation of local systems for identifying personnel needs, a system for delivery of staff training programs relevant to personnel needs, motivational techniques to encourage participation in staff development activities, obtaining qualified persons to conduct inservice programs).

1. If you were planning inservice training and personnel development activities for the year, which of the following would you select as the most helpful resources for securing training assistance? (Select two)

_____ Graduate Course or Program

_____ Learning Resource Center (GLRS)

_____ Local School Personnel and Resources

_____ Cooperative Education Service Agency

_____ State Department Specialists

_____ School District Specialists

_____ Trained University Personnel

_____ Other (specify) _____

_____

2. Rate each subject area according to your need for additional training. A score of five (5) indicates a critical need.

AREA: Assessment	Needs Scale Great				Little
Understanding and using the multidisciplinary approach to assessment and planning.	5	4	3	2	1
Assessing special needs students' instructional level: strengths and weaknesses	5	4	3	2	1
Assessing special needs students' behavioral level: strengths and weaknesses.	5	4	3	2	1
Using non-discriminatory assessment techniques.	5	4	3	2	1
Evaluating student progress and using data to revise programs	5	4	3	2	1
Clarifying and using eligibility criteria for placement purposes.	5	4	3	2	1
Child find procedures.	5	4	3	2	1
Providing more descriptive placement minutes.	5	4	3	2	1
AREA: Due Process					
Responsibilities in implementing PL 94-142	5	4	3	2	1
Understanding the State special education guidelines.	5	4	3	2	1
Understanding and using due process and procedural safeguards	5	4	3	2	1
Know the procedures for maintaining confidentiality of student records	5	4	3	2	1
Understanding and using due process for Non-LEA placement.	5	4	3	2	1
AREA: IEP (Individual Education Plan)					
Developing IEP's	5	4	3	2	1
Strengthening the content of IEP's	5	4	3	2	1
Implementing IEP's in the regular classroom	5	4	3	2	1
Incorporating CBE requirements into the secondary IEP	5	4	3	2	1

AREA: Educational Programming	Needs Scale Great				Little
Designing alternate teaching strategies for students with learning problems.	5	4	3	2	1
Developing and using alternative instructional media.	5	4	3	2	1
Behavior management techniques that will facilitate learning for the special needs student.	5	4	3	2	1
Incorporating career education into curriculum activities.	5	4	3	2	1
Assistance in development of teacher made materials.	5	4	3	2	1
Awareness of high interest-low vocabulary materials for all content areas.	5	4	3	2	1
Awareness of sequential materials appropriate to student's developmental level.	5	4	3	2	1
AREA: Service Delivery					
Awareness of services available in the local community for the special needs student.	5	4	3	2	1
Facilitating the social interaction of the special needs student into age and culturally appropriate programs.	5	4	3	2	1
Methods for the special education teachers and regular education teachers to assist each other in maximizing learning for the handicapped student.	5	4	3	2	1
AREA: Parent Involvement					
Conducting conferences with parents whose children are being considered for special education placement.	5	4	3	2	1
Obtaining parent participation in program planning for their handicapped child.	5	4	3	2	1

3. Rate each of the following as to your systems need for improving staff development opportunities for system personnel.

	Needs Scale Great				Little
A local system plan for providing a comprehensive staff development program.	5	4	3	2	1
Local system commitment to encouraging participation in staff development activities through incentives or release time.	5	4	3	2	1

4. How much time, without financial reimbursement, beyond the regular school hours would you be willing to devote to inservice training, and/or personnel development activities for the school year?

_____ No additional time

_____ 1-3 hours per month

_____ 4-6 hours per month

_____ 7-9 hours per month

_____ 10-12 hours per month

_____ More than 12 hours per month

5. Which of the following incentives would increase your motivation for participating in staff development activities (Rank order three (3) of the choices, i.e., 1 = most preferred, 2 = second choice, 3 = third choice).

_____ Academic Credit/SDU's

_____ Salary Step Credit

_____ Travel Reimbursement

_____ Release Time

_____ Tuition Payments

_____ Payment or Waiver of Conference/Workshop Fees

_____ Awards

_____ Increased Knowledge

_____ Payment for Evening/Weekend Attendance

_____ Books or Materials

_____ Summer Activities with Extended Contract.

_____ Certificates of Training in Personnel Files.

_____ Promotion of Personal and Professional Files

_____ Other (specify)_____

_____

_____

6. Other inservice needs you have in improving services to exceptional students that are not specified in this survey?

APPENDIX E

GEORGIA SURVEY OF PHYSICAL EDUCATION

NO POSTAGE
NECESSARY
IF MAILED
IN THE
UNITED STATES

BUSINESS REPLY MAIL

FIRST CLASS PERMIT NO. 559 ATHENS, GEORGIA

POSTAGE WILL BE PAID BY ADDRESSEE

Adapted Physical Education Survey
c/o Deb Baber, State Needs Assessment Data Analyst
Georgia Retardation Center—Athens
850 College Station Road
Athens, Georgia 30601

SURVEY OF PHYSICAL EDUCATION SERVICES

FOR HANDICAPPED STUDENTS IN GEORGIA

Please complete the following survey to the best of your knowledge and abilities. The information obtained will be utilized to provide needs for inservice.

___ 1. DISTRICT NUMBER

2. CHECK THE HIGHEST DEGREE YOU HAVE EARNED.

1___ Bachelor

2___ Masters

3___ Specialist

4___ Doctorate

5___ Other, Please Specify _____

3. CHECK OTHER LICENSES OR SPECIAL CREDENTIALS THAT YOU HOLD.

1___ Adapted aquatics

2___ Physical therapy

3___ Occupational therapy

4___ Therapeutic recreation

5___ Athletic training

6___ Other, Please Specify _____

4. NUMBER OF CREDITS YOU HAVE EARNED IN

Semester Hours	Quarter Hours	
_____	_____	Adapted Physical Education
_____	_____	Motor Development
_____	_____	Special Education
_____	_____	Other related course, please specify _____

___ 5. NUMBER OF DAYS OF INSERVICE IN ADAPTED PHYSICAL EDUCATION IN THE LAST 5 YEARS.

The following questions pertain to the type and number of students, the duration, frequency, budget and facilities for classes that you teach.

6. ON A TYPICAL SCHOOL DAY, WHAT IS THE AVERAGE NUMBER OF

___ classes that you teach?

___ handicapped students that you teach in a class?

___ regular education students that you teach in a class?

7. PLEASE CHECK EACH TYPE OF HANDICAP OF STUDENTS THAT YOU TEACH?

1___ Multi/Physical Handicap

2___ Mild Mental Handicap (EMR)

3___ Moderate/Severe Mental Handicap (TMR-SMR)

4___ Hearing/Vision Impairment

5___ Learning Disability

6___ Behavior Disorder

7___ Severe Emotional Disturbance

8. HOW LONG IS THE AVERAGE PHYSICAL EDUCATION CLASS THAT YOU TEACH?

1___ 15-20 minutes

2___ 25-30 minutes

3___ 35-40 minutes

4___ 45-50 minutes

5___ 55-60 minutes

6___ Other, Please Specify _____

9. WHAT IS THE AVERAGE NUMBER OF TIMES PER WEEK YOU MEET WITH CLASSES THAT YOU TEACH?

1___ 1 time per week

2___ 2 times per week

3___ 3 times per week

4___ 4 times per week

5___ 5 times per week

___ 10. IN HOW MANY SCHOOLS DO YOU TEACH PHYSICAL EDUCATION?

11. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THESE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR PHYSICAL EDUCATION CLASSES:

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

___ gym

___ multipurpose room

___ outdoor field

___ swimming pool

___ locker room

___ classroom

___ weight room

___ Other, Please Specify _____

12. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR HANDICAPPED STUDENTS IN PHYSICAL EDUCATION CLASSES.

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

___ gym

___ multipurpose room

___ outdoor field

___ swimming pool

___ locker room

___ classroom

___ weight room

___ Other, Please Specify _____

_____ 13. WHAT WAS YOUR TOTAL BUDGET FOR EQUIPMENT FOR USE IN YOUR PHYSICAL EDUCATION CLASSES IN FISCAL YEAR 1983-84?

_____ 14. APPROXIMATELY WHAT PERCENTAGE OF YOUR BUDGET WAS UTILIZED FOR PURCHASE OF EQUIPMENT TO MEET THE NEEDS OF HANDICAPPED STUDENTS THAT YOU TEACH?

The following questions pertain to the nature of the physical education program for handicapped students that you teach.

15. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW:
1 = YES, 2 = NO, 3 = DON'T KNOW

In your school, do you routinely

___ refer students to the special education faculty or to the school administration to determine if they are handicapped or need special services?

___ request to take part in IEP meetings?

___ attend IEP meetings?

___ send written input to IEP meetings?

___ write parts of IEPs for handicapped children in physical education classes?

16. USING THE FOLLOWING CODE, DESCRIBE THE IEP FORMS UTILIZED BY YOUR SCHOOL: 1 = YES, 2 = NO, 3 = UNSURE

___ Does your school use a standard IEP form?

___ Do you have any special forms for writing the physical education section of IEPs?

___ Do parents of handicapped children provide input about physical education goals and objectives?

___ Does your school have a data bank or list of IEP goals and objectives for you to choose from?

17. CHECK WHETHER IN YOUR SCHOOL, YOU ARE INVOLVED IN RECOMMENDING PLACEMENT OF HANDICAPPED CHILDREN INTO REGULAR OR ADAPTED PHYSICAL EDUCATION CLASSES.

1___ Yes

2___ No

3___ Not applicable

18. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW IMPORTANT THESE FACTORS ARE IN DETERMINING A STUDENT'S NEED FOR ADAPTED PHYSICAL EDUCATION:

1 = OF LITTLE IMPORTANCE, 2 = IMPORTANT, 3 = OF CONSIDERABLE IMPORTANCE

___ formal tests of motor skills, physical fitness, motor ability, or growth and development

___ teacher observation of motor skills and physical fitness levels

___ teacher observation of the students social and emotional skills

___ the students IEP goals and objectives in physical education

___ advice of classroom teachers, special educators and/or other professionals in your school

___ parents' preference

___ child's preference

___ scheduling convenience

___ student's grade level

___ student's handicapping condition

___ student's chronological age

___ Other, Please Specify _____

19. PLEASE USE THE FOLLOWING CODE TO INDICATE THE DEGREE OF DIFFICULTY YOU HAVE IN ASSESSING THE PERFORMANCE LEVELS OF HANDICAPPED CHILDREN:

1 = NOT APPLICABLE, 2 = NO DIFFICULTY, 3 = SOME DIFFICULTY, 4 = CONSIDERABLE DIFFICULTY

___ physical fitness

___ gross motor skills

___ social/emotional skills

___ sports skills

___ knowledge of sports or rules

___ physical growth and motor development

___ Other, Please Specify _____

20. PLEASE USE THE FOLLOWING CODE TO INDICATE IN GENERAL, HOW PROBLEMATIC THESE FACTORS ARE IN ASSESSING THE MOTOR ABILITIES OF HANDICAPPED CHILDREN?

1 = NOT APPLICABLE, 2 = NOT A PROBLEM, 3 = SOMEWHAT PROBLEMATIC, 4 = SIGNIFICANT PROBLEM

___ am not aware of appropriate tests for handicapped children

___ do not have necessary skills in administering tests

___ do not believe in testing or assessment

___ cost of purchasing test kits or materials

___ lack of physical education class time (contact hours with students)

___ Other, Please Specify _____

21. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY YOU INDIVIDUALIZE THESE ASPECTS OF INSTRUCTION FOR HANDICAPPED STUDENTS THAT YOU TEACH.

1 = NOT APPLICABLE, 2 = NEVER, 3 = SOMETIMES, 4 = ALWAYS

___ class activities

___ equipment

___ assessment or testing procedures

___ teaching style (the nature of your interaction with students)

___ behavior management

___ criteria for grading or evaluation

___ Other, Please Specify _____

The following questions pertain to opinions concerning the need for inservice training in adapted education

_____ 22. HOW MANY NEW IDEAS FOR IMPROVING THE PHYSICAL EDUCATION PROGRAM FOR HANDICAPPED STUDENTS HAVE BEEN PLANNED IN YOUR SCHOOL IN THE LAST YEAR? PLEASE GIVE A NUMBER.

23. PLEASE USE THE FOLLOWING CODE TO INDICATE THE EXTENT OF THE INSERVICE NEEDS OF THE PHYSICAL EDUCATION FACULTY IN YOUR SCHOOL RELATIVE TO PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.

1 = NO NEED, 2 = SOME NEED, 3 = GREAT NEED

___ assessment of motor ability

___ individualized instruction

___ modifying equipment and activities

___ behavior management

___ writing IEPs

___ state and federal laws concerning education of the handicapped

___ knowledge of handicapping conditions

___ motor development

___ curriculum materials

___ Other, Please Specify _____

24. OF THE CONCERNS LISTED IN #23, SELECT THE SINGLE, MOST PRESSING INSERVICE NEED IN PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN YOUR SCHOOL. _____

THANK YOU FOR COMPLETING THIS SURVEY. PLEASE MAIL THE COMPLETED SURVEY TO:

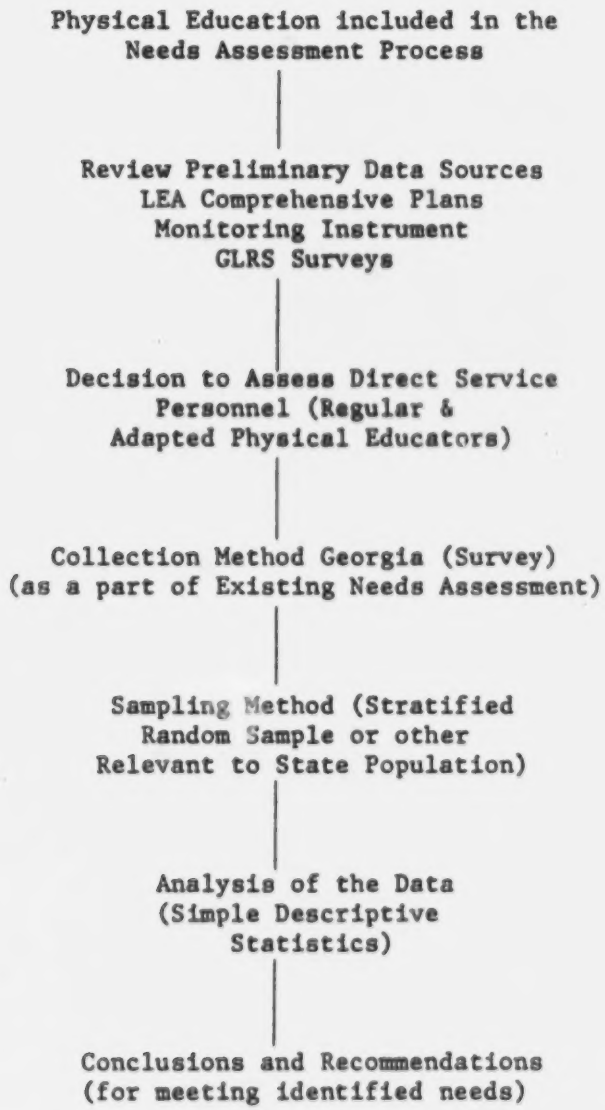
Adapted Physical Education Survey
c/o Deb Reber, State Data/Assessment Data Analyst
Georgia Retardation Center - Athens
850 College Station Road
Athens, Georgia 30610

APPENDIX F

GEORGIA PHYSICAL EDUCATION

SURVEY MODEL

GEORIGA PHYSICAL EDUCATION SURVEY MODEL


Physical Education included in the Needs Assessment Process
Review Preliminary Data Sources
LEA Comprehensive Plans
Monitoring Instrument
GLRS Surveys
Decision to Assess Direct Service Personnel (Regular & Adapted Physical Educators)
Collection Method Georgia (Survey) (as a part of Existing Needs Assessment)
Sampling Method (Stratified Random Sample or other Relevant to State Population)
Analysis of the Data (Simple Descriptive Statistics)
Conclusions and Recommendations (for meeting identified needs)

APPENDIX G

SYSTEM FOR ESTABLISHING SAMPLE SIZE

Table for Determining Sample Size from Total Group Size (Population) where N = Total Group Size and S is Recommended Sample Size.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Krejcie, R., & Morgan, D. (1970). Determining sample size for research activities. Educational and Psychological Measurement, 30, 608.

APPENDIX H

PROTOTYPE

MONITORING INSTRUMENT

FOR PHYSICAL EDUCATION

ADAPTIVE PHYSICAL EDUCATION/SERVICES QUESTIONNAIRE

Instructions: Please complete all items to the best of your knowledge.

School System_____Grades Taught (Circle) 1-5, 6-8, 9-12

Level of Certification (Circle) T-4, T-5, T-6

Number of Classes Taught Per Day (Circle) 1-3, 4-6, 7-12

Courses Relating to Exceptional Children_____

Number of Handicapped Children Served by You (Circle) 1-3, 4-6, 7-10, More than 10

Total Number of Children Served by You (Circle) Less than 50, 50-99, 100-149, 150 - 200, More than 200

Delivery Model (Circle) Regular Physical Education, Adapted Physical Education

Answer the following questions by placing a check mark (✓) in the appropriate column.	YES	NO	SOMETIMES	N/A	DON'T KNOW
1. Regular physical education is available to students K-12?					
2. Adapted physical education is available to students K-12?					
3. I am now or have previously taught physical education to handicapped students?					
4. Placement in adapted physical education is determined using formal assessment instruments? (standardized and norm-referenced tests)					
5. Placement in adapted physical education is determined using informal assessment tools? (criterion-referenced tests, observation, checklists)					
6. Facilities are modified to accommodate handicapped students in regular physical education?					
7. Facilities are provided for adapted physical education?					
8. Equipment and materials are provided for students in adapted physical education?					
9. I have modified physical education activities, games and sports for handicapped students?					
10. I have modified physical education equipment for handicapped students?					
11. Curriculum guide includes information relating to the following: Adapted Physical Education Modifying Equipment Modifying Games Modifying Sports Goals and Objectives in Adapted Physical Education					
12. Parents are involved in Adapted Physical Education in the following manner: IEP Development Development of Educational Activities & Training Home/School Training Program is in Effect					

Answer questions below by placing a check mark (✓) in the appropriate column.	YES	NO	SOMETIMES	N/A	DON'T KNOW
13. Inservice/staff development is provided for the physical education teacher in adapted physical education?					
14. Release time or other arrangements are possible to enable teachers to attend staff development activities?					
15. The following activities or services would help improve physical education services to handicapped children:					
Special Workshops and/or Conferences on Adapted Physical Education					
Special Workshops on Placement in Adapted Physical Education					
Special workshops on Modifying Equipment, Sports and Games for Handicapped Students					

Any information pertaining to how facilities, activities, materials and equipment have been modified should be included below.

Comments: _____

_____

_____

_____

_____

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Shirley Crowley

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BOOK TWO

DATA COLLECTION/ANALYSIS

PURPOSE

The purpose of this book is to acquaint State Department of Education personnel with the SpecPE Needs Assessment Management System. This system provides a complete package, from survey instrument to analysis software and printed reports, for determining service needs in special physical education. Project CSPD-PE will assist states in individualizing these materials to meet special needs.

The SpecPE Software system was designed to analyze specific data elicited by the SpecPE Survey Questionnaire. Because the nature as well as generally acceptable ranges of questionnaire responses was known, it was possible to build data entry checks directly into the analysis programming. This procedure allows the computer to recognize many data entry errors as well as other unacceptable responses, thereby greatly reducing the time and effort necessary for screening data prior to analysis. Simple and explicit instructions for modifying data entry checks are presented in the PROGRAM MODIFICATION section of the SpecPE manual.

SURVEY ADMINISTRATION

The SURVEY ADMINISTRATION Section provides a brief overview of SpecPE's data storage and retrieval system along with options for using the system along with specific information regarding the survey instrument and report structures.

DATA ENTRY

The DATA ENTRY section provides more detailed instructions for data entry and file management along with a hands-on introduction to system use.

PROGRAM MODIFICATION

This section is provided as a convenience to states wishing to make minor in-house modifications to the original materials. Shirley Crowley, Technical Assistance Coordinator, Project CSPD-PE, is available to provide additional assistance.

Shirley Crowley
Project Technical
Assistance Coordinator

SURVEY OF PHYSICAL EDUCATION SERVICES

FOR HANDICAPPED STUDENTS

Please complete the following survey to the best of your knowledge and abilities. The information obtained will be utilized to provide needs for inservice.

1. CHECK THE HIGHEST DEGREE YOU HAVE EARNED.

1____Bachelor

2____Masters

3____Specialist

4____Doctorate

2. NUMBER OF FORMAL COLLEGE COURSES FOR WHICH YOU HAVE EARNED CREDIT IN:

a____Adapted Physical Education

b____Motor Development

c____Special Education

3. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW.
1 = YES 2 = NO

Have you had:

a____Supervised practicum in Special Physical Education

b____Student teaching in Special Physical Education

c____Student teaching in Regular Education with handicapped students

____4. NUMBER OF DAYS OF INSERVICE IN ADAPTED PHYSICAL EDUCATION IN THE LAST 5 YEARS.

The following questions pertain to the type and number of students, the duration, frequency, budget and facilities for classes that you teach.

5. HOW LONG IS THE AVERAGE PHYSICAL EDUCATION CLASS THAT YOU TEACH?

1____15-25 minutes

2____30-45 minutes

3____45 + minutes

6. ON A TYPICAL SCHOOL DAY, WHAT IS THE AVERAGE NUMBER OF

a_____class periods that you teach?

b_____handicapped students that you teach in one class period?

c_____regular education students that you teach in one class period?

7. WHAT IS THE AVERGE NUMBER OF TIMES PER WEEK YOU MEET WITH CLASSES THAT YOU TEACH?

1_____1 time per week

2_____2 times per week

3_____3 times per week

4_____4 times per week

5_____5 times per week

_____8. IN HOW MANY SCHOOL BUILDINGS DO YOU TEACH PHYSICAL EDUCATION?

9. PLEASE CHECK EACH TYPE OF HANDICAP OF STUDENTS THAT YOU TEACH?

a_____Multi/Physical handicap

b_____Mild Mental Handicap (EMR)

c_____Moderate/Severe Mental Handicap (TMR/SMR)

d_____Hearing/Vision Impairment

e_____Learning Disability

f_____Behavior Disorder

g_____Severe Emotional Disturbance

10. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR HANDICAPPED STUDENTS IN PHYSICAL EDUCATION CLASSES.

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

a_____gym

b_____multipurpose room

c_____outdoor field

d_____swimming pool

e_____locker room

f_____classroom

g_____weight room

_____11. WHAT WAS YOUR TOTAL BUDGET FOR EQUIPMENT FOR USE IN YOUR PHYSICAL EDUCATION CLASSES IN FISCAL YEAR 1983-84?

12. APPROXIMATELY WHAT PERCENTAGE OF YOUR BUDGET WAS UTILIZED FOR PURCHASE OF EQUIPMENT TO MEET THE NEEDS OF HANDICAPPED STUDENTS THAT YOU TEACH?

1____0%

2____1-10%

3____11-25%

4____26-50%

5____50 +

The following questions pertain to the nature of the physical education program for handicapped students that you teach.

---

13. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW:

1 = YES, 2 = NO, 3 = DON'T KNOW

In your school, do you routinely

a____refer students to the special education faculty or to the school administration to determine if they are handicapped or need special services?

b____request to take part in IEP meetings?

c____attend IEP meetings?

d____send written input to IEP meetings?

e____write parts of IEPs for handicapped children in physical education classes?

14. USING THE FOLLOWING CODE, DESCRIBE THE IEP FORMS UTILIZED BY YOUR SCHOOL: 1 = YES, 2 = NO, 3 = UNSURE

a____Does your school use a standard IEP form?

b____Do you have any special forms for writing the physical education section of IEPs?

c____Do parents of handicapped children provide input about physical education goals and objectives?

d____Does your school have a data bank or list of IEP goals and objectives for you to choose from?

15. CHECK WHETHER IN YOUR SCHOOL, YOU ARE INVOLVED IN RECOMMENDING PLACEMENT OF HANDICAPPED CHILDREN INTO REGULAR OR ADAPTED PHYSICAL EDUCATION CLASSES.

1____Yes

2____No

3____Not applicable

16. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW IMPORTANT THESE FACTORS ARE IN DETERMINING A STUDENT'S NEED FOR ADAPTED PHYSICAL EDUCATION:

1 = OF LITTLE IMPORTANCE, 2 = IMPORTANT, 3 = OF CONSIDERABLE IMPORTANCE

a_____formal tests of motor skills, physical fitness, motor ability, or growth and development

b_____teacher observation of motor skills and physical fitness levels

c_____teacher observation of the students social and emotional skills

d_____the students IEP goals and objectives in physical education

e_____advice of classroom teachers, special educators and/or other professionals in your school

f_____parents' preferences

g_____child's preferences

h_____scheduling convenience

i_____student's grade level

j_____student's handicapping condition

k_____student's chronological age

17. PLEASE USE THE FOLLOWING CODE TO INDICATE THE DEGREE OF DIFFICULTY YOU HAVE IN ASSESSING THE PERFORMANCE LEVELS OF HANDICAPPED CHILDREN

1 = NO DIFFICULTY, 2 = SOME DIFFICULTY, 3 = CONSIDERABLE DIFFICULTY, 4 = NOT APPLICABLE

a_____physical fitness

b_____gross motor skills

c_____social/emotional skills

d_____sports skills

e_____knowledge of sports or rules

f_____physical growth and motor development

18. PLEASE USE THE FOLLOWING CODE TO INDICATE IN GENERAL, HOW PROBLEMATIC THESE FACTORS ARE IN ASSESSING THE MOTOR ABILITIES OF HANDICAPPED CHILDREN:

1 = NOT A PROBLEM, 2 = SOMEWHAT PROBLEMATIC, 3. SIGNIFICANT PROBLEM, 4 = NOT APPLICABLE

a_____am not aware of appropriate tests for handicapped children

b_____do not have necessary skills in administering tests

c_____do not believe in testing or assessment

d_____cost of purchasing test kits or materials

e_____lack of physical education class time (contact hours with students)

19. PLESE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY YOU INDIVIDUALIZE THESE ASPECTS OF INSTRUCTION FOR HANDICAPPED STUDENTS THAT YOU TEACH

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = NOT APPLICABLE

a_____class activities

b_____equipment

c_____assessment or testing procedures

d_____teaching style (the nature of your interaction with students)

e_____behavior management

f_____criteria for grading or evaluation

The following questions pertain to opinions concerning the need for inservice training in adapted education

---

20. PLEASE USE THE FOLLOWING CODE TO INDICATE THE EXTENT OF THE INSERVICE NEEDS OF THE PHYSICAL EDUCATION FACULTY IN YOUR SCHOOL RELATIVE TO PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.

1 = NO NEED, 2 = SOME NEED, 3 = GREAT NEED

a_____assessment of motor ability

b_____individualized instruction

c_____modifying equipment and activities

d_____behavior management

e_____writing IEPs

f_____state and federal laws concerning education of the handicapped

g_____knowledge of handicapping conditions

h_____motor development

i_____curriculum materials

21_____OF THE CONCERNS LISTED IN BELOW, SELECT THE SINGLE MOST PRESSING INSERVICE NEED IN PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN YOUR SCHOOL.

1_____assessment of motor ability

2_____individualized instruction

3_____modifying equipment and activities

4_____behavior management

5_____writing IEPs

6_____state and federal laws concerning education of the handicapped

7_____knowledge of handicapping conditions

8_____motor development

9_____curriculum materials

FILE MANAGEMENT

The SpecPE Data Analysis System has been designed to provide maximum versatility in developing an individualized data plan for your state.

Data may be entered and stored in files according to any criteria grouping desired. Individual files may then be combined, literally added together, to produce new data groupings. An existing data file may also be updated by adding new data as questionnaires are returned. In this way data entry need not wait until a large sample has been accumulated.

In planning how SpecPE's features can best serve your state's needs, it is important to insure the integrity and safety of all data files used.

INSURING THE SAFETY OF DATA FILES

The SpecPE Survey Questionnaire collects 82 individual items of numeric information from each respondent. Obviously, recreating a lost file containing data from even a small group of questionnaires could be an aggravating and time consuming exercise.

SpecPE incorporates safety features to minimize the risk of accidental file loss. However, the most frequent cause of accidental data destruction, assigning exactly the same filename to two different data groups, must be controlled by careful planning of unique filenames.

When creating a new file the computer actually writes the data onto a diskette, then labels the data grouping with a name provided by the user. If a file with that name does not already exist, it is created and the filename is listed on the Directory of files contained on the diskette. If, however, exactly the same name has already been used, the new data will replace (overwrite) any data previously stored under that filename. The computer, furthermore, is unable to interrupt the process and warn of possible data loss. For this reason, it is strongly recommended that an analysis plan be developed and that appropriate filenames be determined before the data entry process begins.

Creating Unique Filenames

Creating unique filenames is much easier than might be imagined. While computers are very good at making character-by-character comparisons, they are completely unable to detect similarities in meaning. Either two sets of characters are identical or they are not.

The changing, addition, or deletion of one character to a meaningful root, therefore, creates a unique name for machine recognition while retaining a purposeful definition for the user.

For example, a permanent data file, "state.fil", might contain all data collected for statewide analysis. The temporary file, "tstate.fil", is used to hold new data until it is added to update the permanent file. Because the computer recognizes no similarity in the two filenames, the temporary file may be destroyed and recreated or changed on a daily basis without any danger of accidently affecting the permanent file.

NOTE, however, that upper case and lower case versions of the same character are considered to be identical. The name formats "da.fil", Da.fil", "DA.fil", and "dA.fil" are all acceptable forms of the same filename and data assigned to one format will replace any data previously assigned to another format.

A good rule of thumb is to always use lower case letters for filenames.

Rules for Filenames

A filename should consist of two parts separated by a period (.):

name.extension

Name: May contain 1 to 8 characters
May contain numerals or characters
May not contain spaces
May include these special characters $ & @ ! # % () - ½ ½

Extension: "fil", the standard extension for data files, should always be used for files created with SpecPE.

Examples of Appropriate Filenames

The following examples of appropriate filenames illustrate proper form as well as the use of meaningful abbreviations to label files by multiple criteria. Multiple criteria labeling is a very useful tool for building a heirarchy of analyses without reentry of raw data.

Remember that the computer does not distinguish between upper and lower case letters : c.fil and C.fil are the same data file.

d1r3n.fil	(district 1, service region 1, north)
td1r3n.fil	(temporary file, district 1, service region 1, north)
urban.fil	(urban schools)
state.fil	(statewide)
r3.fil	(region 3)
north.fil	(northern geographic region)

USING TASK OPTIONS AND TEMPORARY FILES

SpecPE's data entry and data management structure is composed of six task options. These options are presented to the user in the following menu format:

TASK SELECTION MENU

1. ENTER NEW DATA from QUESTIONNAIRES
2. CREATE a NEW or DUPLICATE PERMANENT FILE
3. ADD to an EXISTING PERMANENT FILE
4. ANALYZE DATA and GENERATE PRINTED REPORT
5. PURGE FILES - Destroy any file no longer needed
6. END SESSION

Each task option operates independently to perform a specific function. Options may be used alone to perform isolated tasks or combined to accomplish more complex operations. With planned coordination of task options and data file contents, your state's analysis plan can be as simple or as detailed as you wish. After using any of the first five options, the computer returns to the menu screen.

Temporary And Permanent Files

SpecPE uses temporary (or holding) files to insure that data entered as a group is retained as a group for as long as desired. Temporary files are stored on the diskette and may be retained intact as long as the same filename is not assigned to a subsequent data group. Conversely, the data assigned to a filename may be changed daily by reusing the filename (new data replaces old).

When new data is entered from a group of questionnaires (option 1) the user is required to record that data group in a temporary file, to which he/she assigns a filename.

The temporary filename is then used to:

1. Create a new permanent file for long-term storage of the new data (option 2), and/or
2. Add the new data to an existing permanent file in order to update previous totals (option 3)

This temporary/permanent file system both assures the safety and integrity of new data until permanent placements are made and allows new data to be placed in multiple permanent files without reentry of raw data from the keyboard.

Filenames assigned to temporary files may be modifications of the permanent filenames to which the data will be assigned. A one-character prefix or suffix is sufficient to delineate separate files.

OPTION 1. ENTER NEW DATA from QUESTIONNAIRES

For each question, 1 through 21, the user is presented with a data entry prompt consisting of question number, brief description of question content, and an example of proper data entry format. As new data is entered, running totals are accumulated for both the number of and numeric value of responses to each question.

The data entry sequence operates as a continuous loop, automatically returning to the Question 1 prompt for entry of the next questionnaire. The user signals that all data has been entered by typing 'stop' in response to the Question 1 prompt.

After raw data from a given group of questionnaires has been entered, the cumulative totals, or file data, must be recorded in a Temporary data file to which a unique name is assigned by the user. The temporary file is then used to transfer the data group to one or more permanent files by using options 2 and/or 3.

OPTION 2. CREATE a NEW or DUPLICATE PERMANENT FILE

Creating New Permanent Files

Use this option to ESTABLISH a NEW PERMANENT file. New data stored in a temporary file is duplicated and stored under a different, permanent name. The temporary filename can then be reused for temporary storage of the next sessions new data until it is added to the permanent file. More than one new permanent file, each assigned unique filenames, may be created from the same temporary file.

Duplicating Permanent Files

Option 2 may also be used to produce an exact copy of any existing file or to change the name of an existing file.

To Change a Filename:

1. Duplicate the original file using Option 2 and assign the duplicate file a new name.
2. Destroy the original file, thereby making its filename available for reuse.

OPTION 3. ADD to an EXISTING PERMANENT FILE

Using this option causes the contents of two files, temporary and/or permanent to be added together. The resulting totals may then be assigned to one of the original files (to update that file) or assigned a new filename (to create a new permanent file).

NOTE: The procedures used by options 2 and 3 are different and not interchangeable. Option 2 produces a copy of one file - Option three causes two files to be combined.

Updating an Existing File

After establishing a PERMANENT FILE (option 2), new data may be added as additional questionnaires are received in order to UPDATE permanent file totals. Before using Option 3, new data will have been entered and stored in a temporary file.

Procedure:

1. Computer requests name of file containing data to be added:
   Enter Name of Temporary File.
2. Computer requests name of file to which data will be added:
   Enter Name of Permanent File.
3. Computer requests name of file in which new totals should be stored:
   Enter Name of Permanent File(same filename as step 2).

After completion of this procedure, the diskette will contain two files, the temporary file (unchanged) and the permanent file (containing new updated totals).

Combining Existing Files

Any two existing files may be combined and stored in a third file. Use the same procedure as for updating a file, except that the combined data should be stored under a new, third filename. The diskette will then contain both original files, unchanged, plus the new combined file.

OPTION 4. ANALYZE DATA and GENERATE PRINTED REPORT

This option generates a printed report of the data contained in any file, temporary or permanent, and may be used to obtain daily as well as final reports.

Procedure:

1. Computer requests name of file to be analyzed and reported.
2. Data contained in file is loaded into memory and additional calculations (means and percentages) are performed.
3. A printed report is automatically generated. BE SURE THAT THE PRINTER IS TURNED ON BEFORE CHOOSING THIS OPTION.

OPTION 5. PURGE FILES - Destroy any file no longer needed

This is a "housecleaning" option which provides a controlled means of removing obsolete files from diskettes.

Procedure:

1. A list of all data files (those having a 'fil' extension) will be displayed on the screen.
2. The computer will request the name of the file to be purged. Enter Name of File to be Destroyed.
3. The following safety message will be displayed: Are you sure you want to destroy (name of file) y or n?
4. If the user responds y (yes), the file will be erased from the diskette. Any data stored in the purged file will be lost and cannot be recovered.
5. If the user responds n (no), the file will remain intact.

OPTION 6. END SESSION

Use this option to sign off after SpecPE software activities are completed. Use of the END SESSION option insures that all data files are closed and protected until needed again.

Any other method of ending operation (such as removing diskettes and turning machinery off) could result in accidental data loss.

SAMPLE USE OF THE SPECPE NEEDS ASSESSMENT MANAGEMENT PROGRAM

A State's educational system is divided into three service areas or Regions, with each region encompassing several school districts.

In order to pinpoint the most pressing needs for each service area, state personnel will analyze data from each of the three regions individually. A statewide analysis will also be conducted.

Pre-survey procedures:

1. The groups or subgroups within which results should be analyzed are determined and criteria for grouping of returned questionnaires is established.

2. A means of identifying returned questionnaires by analysis criteria is added to the basic SPECPE survey questionnaire before mailing to teachers. This might be a pre-assigned code to identify the Region number or a space which the respondent will fill in.

Date Entry/Management Procedures:

1. Before the first completed questionnaires were received, the state's Survey Coordinator assigned three specific filenames for storing data from each region (r1.fil, r2.fil, and r3.fil), and one additional filename (state.fil) for storing statewide data. Temporary files will be designated by the prefix 't' added to the permanent filename.

2. The first group of completed survey questionnaires received are sorted by Region so that all questionnaires from a given Region may be entered as a group.

Data Entry - First Day:

1. Using option 1 - Enter new data from questionnaires - the data entry personnel (user) enters data from all Region 1 questionnaires received and stores the data in the temporary file tr1.fil.

2. Using option 2 - Create a New Permanent File - the user then establishes a permanent file - r1.fil to store all data collected from Region 1.

3. By repeating steps 1 and 2, the user may enter new data from Regions 2 and 3, then establish permanent files in which data from each Region will be accumulated. (The three Permanent Regional files, r1.fil - r3.fil, have now been created. The three temporary files, tr1.fil - tr3.fil, also remain on the diskette.)

4. Establish state.fil to store data for statewide analysis. The Permanent file state.fil may be established in one of two ways:

A. Step 1 - Using Option 2, the user may duplicate any one of the three regional files, naming the duplicate state.fil. State.fil will contain the same data as the original Regional file.
Step 2 - Using Option 3, the user will then add (one at the time) each of the remaining Regional files to state.fil. The data contained in each Regional file is added to the data already stored in state.fil to update state.fil's cumulative total.

B. Step 1 - Using Option 3, the user may combine any two of the three regional files, naming the new cumulative total file state.file. State.fil will contain combined data from both original files.
Step 2 - Using Option 3, again, the user will add (one at the time) any remaining Regional files to state.fil. As in method A, state.fil's cumulative total is increased with the addition of each Regional file.

5. If desired, the user may use Option 5 - PURGE FILES - to destroy temporary files r1.fil - r3.fil after all permanent data file assignments have been made. It is not absolutely necessary to destroy temporary files since new entries assigned to the filename will replace previous data.

NOTE: Since each file management option operates independently, the sequence of operations used in this example could be rearranged to suit user preference. For example the user might choose to:

1. Use Option 1 - enter new data from Region 1

2. Use Option 2 - establish the permanent Region 1 file, r1.fil

3. Use Option 2 - establish the permanent statewide file, state.fil, using Method A and r1.fil data, THEN

4. Use Option 1 - enter new data from Region 2

5. Use Option 2 - establish the permanent Region 2 file, r2.fil

6. Use Option 3 - add r2.fil data to state.fil (updating state.fil as each new data group becomes available)

7. Repeat steps 4-6 for each region.

Second, and subsequent, day data entry procedures:

1. Use option 1 to enter new data from questionnaires, then store data under appropriate temporary filenames.

2. Use option 2 to establish any new permanent data files needed, or option 3 to add new data to established permanent files.

3. Use other options as desired to generate printed reports and/or to purge obsolete data files from the diskette.

SURVEY INSTRUMENT/REPORT

This section presents details regarding individual aspects of each question on the SpecPE Needs Assessment Instrument and a sample of the report generated for each question.

The information included is intended to provide a basic understanding of question format that may be useful for planning minor modifications to meet individual needs. Detailed instructions for changing program lines are found in the PROGRAM MODIFICATION section and may be used by state personnel to effect specified changes. These instructions are provided as a convenience to those states wishing to make minor changes in-house.

Mrs. Shirley Crowley, Project CSPD-PE's Technical Assistance Coordinator, is available to aid states in planning and implementing changes to the original materials. Reserving time for this service can be accomplished by calling the Project office (404) 542-8970 or (404) 542-4282.

Question 1:

1. CHECK THE HIGHEST DEGREE YOU HAVE EARNED.

1____Bachelor

2____Masters

3____Specialist

4____Doctorate

FORMAT: Multiple Choice - Check 1 of 4 options

ACCEPTABLE DATA ENTRY:
The numbers 1, 2, 3, or 4
n - to indicate no response to this question
stop - to indicate end of data entry session

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 4 choices are offered: a) the report will retain a 4-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 1

Teacher Qualification by Degree

	Teachers Responding N / %
Bachelor	0 / 0.00
Master	0 / 0.00
Specialist	0 / 0.00
Doctorate	0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

Question 2:

2. NUMBER OF FORMAL COLLEGE COURSES FOR WHICH YOU HAVE EARNED CREDIT IN:

a____Adapted Physical Education

b____Motor Development

c____Special Education

FORMAT: Fill in 3 blanks

ACCEPTABLE DATA ENTRY:
Number reported by respondent (1-15) or 0 (zero) for any option left blank.
n - to indicate that entire question was unanswered

Maximum Acceptable Entry : 15 courses for each option
This maximum value helps to locate inappropriate responses due to reporting number of hours credit rather than number of courses.

ERROR DETECTION:
Any response greater than 15 will cause an error message and request for reentry to appear on the screen.
On reentry, any number, including numbers greater than 15 will be accepted.

Instructions for changing the maximum acceptable entry are found in the Program Modification section of the SpecPE manual.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. If fewer than 3 choices are offered: a) the report will retain a 3-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 2

Teacher Qualifications by College Credit

	Teachers Responding					
	N	Mean 1-3	Max	N/% 1-5 Courses	N/% 6-10 Courses	N/% 11-15 Courses
1. Adapted Physical Educ.	0	0.00	0	0 0.00%	0 0.00%	0 0.00%
2. Motor Development	0	0.00	0	0 0.00%	0 0.00%	0 0.00%
3. Special Education	0	0.00	0	0 0.00%	0 0.00%	0 0.00%

Total Adapted PE courses reported: 0
Total Motor Development courses reported: 0
Total Special Education courses reported: 0

Total Questionnaires Processed: 0
Number / Percent Appropriate Responses: 0 / 0.00
Number / Percent Inappropriate Responses: 0 / 0.00
Number / Percent NO Response: 0 / 0.00

NOTE: Mean is calculated on the total number of courses reported

Question 3:

3. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW.
1 = YES 2 = NO

Have you had:

a_____Supervised practicum in Special Physical Education

b_____Student teaching in Special Physical Education

c_____Student teaching in Regular Education with handicapped students

FORMAT: Fill in three blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 and 2 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 3 choices are offered: a) the report will retain a 3-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 3

Teacher Qualification - Supervised Practicum

	Teachers Responding N / % Yes	N / % No
Supervised Practicum in Special Physical Education	0 / 0.00	0 / 0.00
Student Teaching in Special Physical Education	0 / 0.00	0 / 0.00
Student teaching in Regular Education Class	0 / 0.00	0 / 0.00

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

Question 4:

____4. NUMBER OF DAYS OF INSERVICE IN ADAPTED PHYSICAL EDUCATION IN THE LAST 5 YEARS.

FORMAT: Fill in 1 blank

ACCEPTABLE DATA ENTRY:
Numbers 1 through 20
n - to indicate that question was not answered

Maximum Acceptable Entry: 20

ERROR DETECTION:
Entry of any number greater than 20 causes an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 4

Number of Inservice Days in Adapted Physical Education - Last 5 Years

	Teachers Responding Max	N / %
Max days reported	0	
0 days		0 / 0.00
1-5 days		0 / 0.00
6-10 days		0 / 0.00
Over 10 days		0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent Inappropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

Question 5:

5. HOW LONG IS THE AVERAGE PHYSICAL EDUCATION CLASS THAT YOU TEACH?

1____15-25 minutes

2____30-45 minutes

3____45 + minutes

FORMAT: Multiple Choice - Choose 1 of 3 options

ACCEPTABLE DATA ENTRY:
The numbers 1, 2, or 3
n - to indicate no response to this question
stop - to indicate end of data entry session

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 3 choices are offered: a) the report will retain a 3-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 5

Length of Average Class Period

	Teachers Responding N / %
15-25 min	0 / 0.00
30-45 min	0 / 0.00
45 + min	0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

Question 6:

6. ON A TYPICAL SCHOOL DAY, WHAT IS THE AVERAGE NUMBER OF

a____class periods that you teach?

b____handicapped students that you teach in one class period?

c____regular education students that you teach in one class period?

FORMAT: Fill in 3 blanks

ACCEPTABLE DATA ENTRY:
Section A - 6.5 or fewer hours per teaching day as calculated by the following formula: (number of classes reported in Q6 x length of classes reported in Q5) / 60 minutes = number of teaching hours per day.
Section B - 20 or fewer handicapped students per class
Section C - 200 or fewer regular education students per class
n - to indicate that entire question was unanswered

Incomplete Responses: If Section A or both Sections B and C are left blank or found to be inappropriate responses, the entire question is classified as an inappropriate response and not used for overall calculations.

ERROR DETECTION:
Section A - A calculated teaching day of greater than 6.5 hours causes an error message and request for reentry of data to be displayed. A response resulting in a total teaching load greater than 6.5 hours/day is not included in final results.
Sections B and C - More than 20 handicapped students or more than 200 regular education students will cause and error message and reauest for reentry to appear on the screen. Any number will be accepted upon reentry.

Instructions for changing the maximum acceptable entry are found in the Program Modification section of the SpecPE manual.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. If fewer than 3 choices are offered: a) the report will retain a 3-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 6

Teacher Workload by Number of Classes and Students

	Teachers Responding Mean	Max	N / %
CLASSES:			
Mean/Max Classes/day Reported	0	0	
1. Fewer than 7 classes/day			0 / 0.00
2. 8-10 Classes/day			0 / 0.00
3. 11-15 Classes/day			0 / 0.00
4. 16 + Classes/day			0 / 0.00
HANDICAPPED STUDENTS:			
Max Number of Handicapped Students/Class reported		0	
Mean number of Handicapped Students/Class	0		
Mean Number of Handicapped Students Served/Day	0		
1. 0 students/class			0 / 0.00
2. 1-5 students/class			0 / 0.00
3. 6-10 students/class			0 / 0.00
4. 11-15 students/class			0 / 0.00
5. 16-20 students/class			0 / 0.00
6. 20 + students/class			0 / 0.00
REGULAR STUDENTS:			
Max Number of Regular Ed. Students reported/Class		0	
Mean Number of Regular Ed. Students Reported/Class	0		
Mean number of Regular Ed. Students Students Served/Day	0		
1. 0 students/class			0 / 0.00
2. 1-10 Students/class			0 / 0.00
3. 11-25 students/class			0 / 0.00
4. 26-50 students/class			0 / 0.00
5. 51-100 students/class			0 / 0.00
6. 101-200 students/class			0 / 0.00
7. 200 + students/class			0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent Inappropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

NOTE: Mean is calculated on actual number of classes and students reported

Question 7:

7. WHAT IS THE AVERGE NUMBER OF TIMES PER WEEK YOU MEET WITH CLASSES THAT YOU TEACH?

1____1 time per week

2____2 times per week

3____3 times per week

4____4 times per week

5____5 times per week

FORMAT: Multiple Choice - Check 1 of 5 options

ACCEPTABLE DATA ENTRY:
The numbers 1, 2, 3, 4, or 5
n - to indicate no response to this question
stop - to indicate end of data entry session

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 5 choices are offered: a) the report will retain a 5-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 7

Teacher Workload by class meetings per week

	Teachers Responding Mean 1-5	N / %
Class Meetings/Week	0	
1. 1 Time/Week		0 / 0.00
2. 2 Times/Week		0 / 0.00
3. 3 Times/Week		0 / 0.00
4. 4 Times/Week		0 / 0.00
5. 5 Times/Week		0 / 0.00

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

Question 8:

____8. IN HOW MANY SCHOOL BUILDINGS DO YOU TEACH PHYSICAL EDUCATION?

FORMAT: Fill in 1 blank

ACCEPTABLE DATA ENTRY:
Numbers 1 through 15
n - to indicate that question was not answered

Maximum Acceptable Entry: 15

ERROR DETECTION:
Entry of any number greater than 15 causes an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways; a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 8

Teacher Workload by Number of Schools Served

	Teachers Responding Mean 1-6	Max	N / %
Mean/Max Schools Reported	0	0	
1. 0 Schools			0 / 0.00
2. 1 School			0 / 0.00
3. 2-5 Schools			0 / 0.00
4. 6-7 Schools			0 / 0.00
5. 8-10 Schools			0 / 0.00
6. 11-15 Schools			0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent Inappropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

Question 9:

9. PLEASE CHECK EACH TYPE OF HANDICAP OF STUDENTS THAT YOU TEACH?

a_____Multi/Physical handicap

b_____Mild Mental Handicap (EMR)

c_____Moderate/Severe Mental Handicap (TMR/SMR)

d_____Hearing/Vision Impairment

e_____Learning Disability

f_____Behavior Disorder

g_____Severe Emotional Disturbance

FORMAT: Check all applicable choices

ACCEPTABLE DATA ENTRY:
Any positive number will be accepted to indicate that option was checked.
0 (zero) - to indicate that an option was left blank
n - to indicate that the entire question was left blank

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 7 choices are offered: a) the report will retain a 7-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 9

Types of Handicapped Students Served

	Teachers Responding N / %
Multi/Physical Handicapped	0 / 0.00
Mild Mental Handicapped (EMR)	0 / 0.00
Moderate/Severe Mental Handicapped (TMR-SMR)	0 / 0.00
Hearing/Vision Impairment	0 / 0.00
Learning Disability	0 / 0.00
Behavior Disorder	0 / 0.00
Severe Emotional Disturbance	0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

Question 10:

10. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR HANDICAPPED STUDENTS IN PHYSICAL EDUCATION CLASSES.

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

a____gym

b____multipurpose room

c____outdoor field

d____swimming pool

e____locker room

f____classroom

g____weight room

FORMAT: Fill in 7 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 and 4 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 7 choices are offered: a) the report will retain a 7-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
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   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 10

Frequency of Facility Use for Handicapped Students

	Total	Teachers Responding: Mean Level 1-3	N/% Never Used	N/% Sometimes Used	N/% Always Used	N/% No Facility
Gym	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Multipurpose Room	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Outdoor Field	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Swimming Pool	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Locker Room	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Classroom	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Weight Room	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

NOTE: Mean is reported by category: 1 - Never Used
2 - Sometimes Used
3 - Always used

Question 11:

____11. WHAT WAS YOUR TOTAL BUDGET FOR EQUIPMENT FOR USE IN YOUR PHYSICAL EDUCATION CLASSES IN FISCAL YEAR 1983-84?

FORMAT: Fill in 1 blank

ACCEPTABLE DATA ENTRY:
Any number entered
n - to indicate that question was not answered

ERROR DETECTION:
None

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways; a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 11

Physical Education Equipment Budgets

		Teachers Responding Mean	Max	N / %
	Mean/Max Budgets Reported	0.00	0	
1.	$0 / year			0 / 0.00
2.	$1-$100 / year			0 / 0.00
3.	$101-$300 / year			0 / 0.00
4.	$301-$500 / year			0 / 0.00
5.	$501-$999 / year			0 / 0.00
6.	$1000 + / year			0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

NOTE: Mean is calculated on actual budget amounts reported

Question 12:

12. APPROXIMATELY WHAT PERCENTAGE OF YOUR BUDGET WAS UTILIZED FOR PURCHASE OF EQUIPMENT TO MEET THE NEEDS OF HANDICAPPED STUDENTS THAT YOU TEACH?

1____0%

2____1-10%

3____11-25%

4____26-50%

5____50 +

FORMAT: Multiple Choice - Check 1 of 5 options

ACCEPTABLE DATA ENTRY:
The numbers 1, 2, 3, 4, or 5
n - to indicate no response to this question
stop - to indicate end of data entry session

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. If fewer than 5 choices are offered: a) the report will retain a 5-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
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   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 12

Percent of Budget Equipment Budget Used for Handicapped Students

	Teachers Responding Mean	N / %
Mean by Category	0.00	
1. 0% / year		0 / 0.00
2. 1-10% / year		0 / 0.00
3. 11-25% / year		0 / 0.00
4. 26-50% / year		0 / 0.00
5. 50% + / year		0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

NOTE: Mean reported by category 1-5

Question 13:

13. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW:

1 = YES, 2 = NO, 3 = DON'T KNOW

In your school, do you routinely

a____refer students to the special education faculty or to the school administration to determine if they are handicapped or need special services?

b____request to take part in IEP meetings?

c____attend IEP meetings?

d____send written input to IEP meetings?

e____write parts of IEPs for handicapped children in physical education classes?

FORMAT: Fill in 5 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, or 3 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 5 choices are offered: a) the report will retain a 5-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 13

Teacher Participacion in IEP Process

	Teachers Responding			
	Total	N/% YES	N/% NO	N/% DON'T KNOW
Refer students to Special Ed. Faculty	0	0 0.00%	0 0.00%	0 0.00%
Request to take part in IEP meetings	0	0 0.00%	0 0.00%	0 0.00%
Attend IEP meetings	0	0 0.00%	0 0.00%	0 0.00%
Send written input to IEP meetings	0	0 0.00%	0 0.00%	0 0.00%
Write parts of IEPs for Handicapped children in PE	0	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

Question 14:

14. USING THE FOLLOWING CODE, DESCRIBE THE IEP FORMS UTILIZED BY YOUR SCHOOL: 1 = YES, 2 = NO, 3 = UNSURE

a____Does your school use a standard IEP form?

b____Do you have any special forms for writing the physical education section of IEPs?

c____Do parents of handicapped children provide input about physical education goals and objectives?

d____Does your school have a data bank or list of IEP goals and objectives for you to choose from?

FORMAT: Fill in 4 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, or 3 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 4 choices are offered: a) the report will retain a 4-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 14

Information on IEP forms used

	Teachers Responding			
	Total	N/% YES	N/% NO	N/% DON'T KNOW
Standard IEP form used	0	0 0.00%	0 0.00%	0 0.00%
Special form for PE section of IEP	0	0 0.00%	0 0.00%	0 0.00%
Parents provide input on Physical Education goals	0	0 0.00%	0 0.00%	0 0.00%
School has data bank or list of IEP goals and objectives to choose from	0	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

Question 15:

15. CHECK WHETHER IN YOUR SCHOOL, YOU ARE INVOLVED IN RECOMMENDING PLACEMENT OF HANDICAPPED CHILDREN INTO REGULAR OR ADAPTED PHYSICAL EDUCATION CLASSES.

1____Yes

2____No

3____Not applicable

FORMAT: Multiple Choice - Choose 1 of 3 options

ACCEPTABLE DATA ENTRY:
The numbers 1, 2, or 3
n - to indicate no response to this question
stop - to indicate end of data entry session

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 3 choices are offered: a) the report will retain a 3-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 15

Teacher involvement in recommending placement of handicapped children into adapted or regular PE classes

Teachers Responding	N / %
YES - Teacher is involved	0 / 0.00
NO - Teacher is not involved	0 / 0.00
NOT APPLICABLE	0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

Question 16:

16. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW IMPORTANT THESE FACTORS ARE IN DETERMINING A STUDENT'S NEED FOR ADAPTED PHYSICAL EDUCATION:

1 = OF LITTLE IMPORTANCE, 2 = IMPORTANT, 3 = OF CONSIDERABLE IMPORTANCE

a____formal tests of motor skills, physical fitness, motor ability, or growth and development

b____teacher observation of motor skills and physical fitness levels

c____teacher observation of the students social and emotional skills

d____the students IEP goals and objectives in physical education

e____advice of classroom teachers, special educators and/or other professionals in your school

f____parents' preferences

g____child's preferences

h____scheduling convenience

i____student's grade level

j____student's handicapping condition

k____student's chronological age

FORMAT: Fill in 11 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, or 3 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. If fewer than 11 choices are offered: a) the report will retain a 11-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 16

Factors in Determining Student Need for Adapted Physical Education

	Total	Teachers Responding Mean Level 1-3	N/% Little Importance	N/% Importance	N/% Considerable Importance
Formal tests	0	0.00	0 0.00%	0 0.00%	0 0.00%
Teacher Observation Skills, Fitness etc.	0	0.00	0 0.00%	0 0.00%	0 0.00%
Teacher Observation Social, Emotional	0	0.00	0 0.00%	0 0.00%	0 0.00%
Student's IEP Goals and Objectives	0	0.00	0 0.00%	0 0.00%	0 0.00%
Advice of Other Professionals	0	0.00	0 0.00%	0 0.00%	0 0.00%
Parent's Preference	0	0.00	0 0.00%	0 0.00%	0 0.00%
Child's Preference	0	0.00	0 0.00%	0 0.00%	0 0.00%
Scheduling Convenience	0	0.00	0 0.00%	0 0.00%	0 0.00%
Student's Grade Level	0	0.00	0 0.00%	0 0.00%	0 0.00%
Handicapping Condition	0	0.00	0 0.00%	0 0.00%	0 0.00%
Chronological Age	0	0.00	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0
Number / Percent Appropriate Responses: 0 / 0.00
Number / Percent NO Response: 0 / 0.00

NOTE: Mean reported by category: 1 - Little Importance
2 - Important
3 - Considerable Importance

Question 17:

17. PLEASE USE THE FOLLOWING CODE TO INDICATE THE DEGREE OF DIFFICULTY YOU HAVE IN ASSESSING THE PERFORMANCE LEVELS OF HANDICAPPED CHILDREN

1 = NO DIFFICULTY, 2 = SOME DIFFICULTY, 3 = CONSIDERABLE DIFFICULTY, 4 = NOT APPLICABLE

a____physical fitness

b____gross motor skills

c____social/emotional skills

d____sports skills

e____knowledge of sports or rules

f____physical growth and motor development

FORMAT: Fill in 6 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, 3, or 4 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 6 choices are offered: a) the report will retain a 6-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 17

Degree of Difficulty in Assessing Performance Levels of Handicapped Children

	Total	Mean Level 1-3	Teachers Responding N/% Never Indiv.	N/% Sometimes Indiv.	N/% Always Indiv.	N/% Not Applicable
Physical Fitness	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Gross Motor Skills	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Social/Emot. Skills	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Sports Skills	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Knowledge of Sports	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Growth, Development	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0
Number / Percent Appropriate Responses: 0 / 0.00
Number / Percent NO Response: 0 / 0.00

NOTE: Mean reported by category: 1 - Never
2 - Sometimes
3 - Always

Question 18:

18. PLEASE USE THE FOLLOWING CODE TO INDICATE IN GENERAL, HOW PROBLEMATIC THESE FACTORS ARE IN ASSESSING THE MOTOR ABILITIES OF HANDICAPPED CHILDREN:

1 = NOT A PROBLEM, 2 = SOMEWHAT PROBLEMATIC, 3. SIGNIFICANT PROBLEM, 4 = NOT APPLICABLE

a____am not aware of appropriate tests for handicapped children

b____do not have necessary skills in administering tests

c____do not believe in testing or assessment

d____cost of purchasing test kits or materials

e____lack of physical education class time (contact hours with students)

FORMAT: Fill in 5 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, 3, or 4 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. If fewer than 5 choices are offered: a) the report will retain a 5-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 18

Factors in Assessing Motor Ability in Handicapped Children

	Total	Teachers Responding Mean Level 1-3	N/% No Prob.	N/% Some Prob.	N/% Consid. Prob.	N/% Not Applic.
Not Aware of Appropriate Tests	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Inadequate Skills in Administering Tests	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Do not believe in Testing, assessing	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Cost of Purchasing Testing materials	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Lack of Phys. Educ. Class time	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

NOTE: Mean reported by category: 1 - No Problem
2 - Some Problem
3 - Considerable Problem

Question 19:

19. PLESE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY YOU INDIVIDUALIZE THESE ASPECTS OF INSTRUCTION FOR HANDICAPPED STUDENTS THAT YOU TEACH

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = NOT APPLICABLE

a____class activities

b____equipment

c____assessment or testing procedures

d____teaching style (the nature of your interaction with students)

e____behavior management

f____criteria for grading or evaluation

FORMAT: Fill in 6 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, 3, or 4 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 6 choices are offered: a) the report will retain a 6-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 19

Individualization of Instruction for Handicapped Students

	Total	Teachers Responding Mean Level 1-3	N/% Never Indiv.	N/% Sometimes Indiv.	N/% Always Indiv.	N/% Not Applic.
Class Activities	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Equipment	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Assessment, Testing Procedures	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Teaching style	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Behavior Management	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%
Criteria for Grading or evaluation	0	0.00	0 0.00%	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

NOTE: Mean reported by category: 1 - Never
2 - Sometimes
3 - Always

Question 20:

20. PLEASE USE THE FOLLOWING CODE TO INDICATE THE EXTENT OF THE INSERVICE NEEDS OF THE PHYSICAL EDUCATION FACULTY IN YOUR SCHOOL RELATIVE TO PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.

1 = NO NEED, 2 = SOME NEED, 3 = GREAT NEED

a_____assessment of motor ability

b_____individualized instruction

c_____modifying equipment and activities

d_____behavior management

e_____writing IEPs

f_____state and federal laws concerning education of the handicapped

g_____knowledge of handicapping conditions

h_____motor development

i_____curriculum materials

FORMAT: Fill in 9 blanks using answer code provided

ACCEPTABLE DATA ENTRY:
The numbers 1 2, or 3 to indicate response code chosen
0 (zero) - to indicate that blank was not filled in
n - to indicate that entire question was unanswered

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:

1. Question format must be retained with changes in wording only.
2. If fewer than 9 choices are offered: a) the report will retain a 9-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 20

Inservice Needs of Physical Education Faculty

	Total	Teachers Responding Mean Level 1-3	N/% No Need	N/% Some Need	N/% Great Need
Assessment of Motor Ability	0	0.00	0 0.00%	0 0.00%	0 0.00%
Individualized Instruction	0	0.00	0 0.00%	0 0.00%	0 0.00%
Modifying Equipment and activities	0	0.00	0 0.00%	0 0.00%	0 0.00%
Behavior Management	0	0.00	0 0.00%	0 0.00%	0 0.00%
Writing IEPs	0	0.00	0 0.00%	0 0.00%	0 0.00%
State and Federal Laws	0	0.00	0 0.00%	0 0.00%	0 0.00%
Knowledge of Hanid-capping condition	0	0.00	0 0.00%	0 0.00%	0 0.00%
Motor Development	0	0.00	0 0.00%	0 0.00%	0 0.00%
Curriculum Material	0	0.00	0 0.00%	0 0.00%	0 0.00%

Total Questionnaires Processed: 0

Number / Percent Appropriate Responses: 0 / 0.00

Number / Percent NO Response: 0 / 0.00

NOTE: Mean reported by category: 1 - No need
2 - Some need
3 - Great need

Question 21:

21____OF THE CONCERNS LISTED IN BELOW, SELECT THE SINGLE MOST PRESSING INSERVICE NEED IN PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN YOUR SCHOOL.

1____assessment of motor ability

2____individualized instruction

3____modifying equipment and activities

4____behavior management

5____writing IEPs

6____state and federal laws concerning education of the handicapped

7____knowledge of handicapping conditions

8____motor development

9____curriculum materials

FORMAT: Multiple Choice - Check 1 of 9 options

ACCEPTABLE DATA ENTRY:
The numbers 1 through 9
n - to indicate no response to this question
stop - to indicate end of data entry session

ERROR DETECTION:
Any data entry other than those stated above will cause an error message and request for reentry to appear on the screen.

QUESTIONNAIRE MODIFICATION:
1. Question format must be retained with changes in wording only.
2. If fewer than 9 choices are offered: a) the report will retain a 9-question format, b) options not used on questionnaire will be reported as though the option had been offered but not checked by any respondent (zero values), c) accuracy of calculations and reported data will not be affected.
3. Printout: Reports have been pre-programmed to reflect the wording used on the original SpecPE Needs Assessment instrument. Report wording may be changed in one of two ways;
   a) The PROGRAM MODIFICATION section of the SpecPE manual provides instructions for changing wording in the program lines which control report printing. or
   b) Reports may be printed with original wording. Wording may then be manually changed using white-out and a typewriter.

QUESTION 21

Single Most Pressing Inservice Need in Physical Education

	Teachers Responding N / %
Assessment of Motor Ability	0 / 0.00
Individualized Instruction	0 / 0.00
Modifying Equipment,Activities	0 / 0.00
Behavior Management	0 / 0.00
Writing IEPs	0 / 0.00
State and Federal Laws	0 / 0.00
Knowledge of Handicapping Cond.	0 / 0.00
Motor Development	0 / 0.00
Curriculum Materials	0 / 0.00

Total Questionnaires Processed:	0
Number / Percent Appropriate Responses:	0 / 0.00
Number / Percent NO Response:	0 / 0.00

REPOKT INTERPRETATION

SpecPE produces an individual one-page report for each of the 21 questions on the SpecPE Needs Assessment Survey Instrument. Samples of each report are reproduced on pages 16 - 56. The contents of each report vary according to the nature of data elicited. However, the following abbreviations and definitions remain consistent for all reports.

N or Total - Total number of persons responding to a particular choice of sub-part of a question. Where this figure is given the percentage of persons choosing a specific response is based on the actual number of persons who responded to that option, not the total number of questionnaires processed.

N/% - Total number/Percent of persons choosing a specific response option. All percentage calculations are based on the number of appropriate responses received for that question.

Max - Maximum value reported. For some questions, the respondnet is asked to write in an amount. SpecPE compares responses, isolates, and reports the largest number encountered.

Mean - In keeping with the response style of the SpecPE Needs Assessment instrument, most means are reported as a function of the response ranges provided on the questionnaire. For example, if responses are grouped into three categories (i.e., 1) never, 2) sometimes, 3) always) the mean will be reported as a number from 1 to 3.

Total Questionnaires Processed - Total number of questionnaires from which reported data was gathered.

Number/Percent of Appropriate Responses - Number of questionnaires/Percent of all questionnaires processed for which the respondent provided an appropriate response to the question.

Number/Percent of Inappropriate Responses - Number of questionnaires/Percent of all questionnaires processed for which the respondent provided an inappropriate response to the question.

Number/Percent of No Response: Number of questionnaires/Percent of all questionnaires processed for which the respondent failed to respond to the question.

SURVEY OF PHYSICAL EDUCATION SERVICES

FOR HANDICAPPED STUDENTS

Please complete the following survey to the best of your knowledge and abilities. The information obtained will be utilized to provide needs for inservice.

1. CHECK THE HIGHEST DEGREE YOU HAVE EARNED.

1____Bachelor

2____Masters

3____Specialist

4____Doctorate

2. NUMBER OF FORMAL COLLEGE COURSES FOR WHICH YOU HAVE EARNED CREDIT IN:

a____Adapted Physical Education

b____Motor Development

c____Special Education

3. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW.
1 = YES 2 = NO

Have you had:

a____Supervised practicum in Special Physical Education

b____Student teaching in Special Physical Education

c____Student teaching in Regular Education with handicapped students

____4. NUMBER OF DAYS OF INSERVICE IN ADAPTED PHYSICAL EDUCATION IN THE LAST 5 YEARS.

The following questions pertain to the type and number of students, the duration, frequency, budget and facilities for classes that you teach.

5. HOW LONG IS THE AVERAGE PHYSICAL EDUCATION CLASS THAT YOU TEACH?

1____15-25 minutes

2____30-45 minutes

3____45 + minutes

6. ON A TYPICAL SCHOOL DAY, WHAT IS THE AVERAGE NUMBER OF

a_____class periods that you teach?

b_____handicapped students that you teach in one class period?

c_____regular education students that you teach in one class period?

7. WHAT IS THE AVERGE NUMBER OF TIMES PER WEEK YOU MEET WITH CLASSES THAT YOU TEACH?

1_____1 time per week

2_____2 times per week

3_____3 times per week

4_____4 times per week

5_____5 times per week

_____8. IN HOW MANY SCHOOL BUILDINGS DO YOU TEACH PHYSICAL EDUCATION?

9. PLEASE CHECK EACH TYPE OF HANDICAP OF STUDENTS THAT YOU TEACH?

a_____Multi/Physical handicap

b_____Mild Mental Handicap (EMR)

c_____Moderate/Severe Mental Handicap (TMR/SMR)

d_____Hearing/Vision Impairment

e_____Learning Disability

f_____Behavior Disorder

g_____Severe Emotional Disturbance

10. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR HANDICAPPED STUDENTS IN PHYSICAL EDUCATION CLASSES.

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

a_____gym

b_____multipurpose room

c_____outdoor field

d_____swimming pool

e_____locker room

f_____classroom

g_____weight room

_____11. WHAT WAS YOUR TOTAL BUDGET FOR EQUIPMENT FOR USE IN YOUR PHYSICAL EDUCATION CLASSES IN FISCAL YEAR 1983-84?

12. APPROXIMATELY WHAT PERCENTAGE OF YOUR BUDGET WAS UTILIZED FOR PURCHASE OF EQUIPMENT TO MEET THE NEEDS OF HANDICAPPED STUDENTS THAT YOU TEACH?

1____0%

2____1-10%

3____11-25%

4____26-50%

5____50 +

The following questions pertain to the nature of the physical education program for handicapped students that you teach.

---

13. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW:

1 = YES, 2 = NO, 3 = DON'T KNOW

In your school, do you routinely

a____refer students to the special education faculty or to the school administration to determine if they are handicapped or need special services?

b____request to take part in IEP meetings?

c____attend IEP meetings?

d____send written input to IEP meetings?

e____write parts of IEPs for handicapped children in physical education classes?

14. USING THE FOLLOWING CODE, DESCRIBE THE IEP FORMS UTILIZED BY YOUR SCHOOL: 1 = YES, 2 = NO, 3 = UNSURE

a____Does your school use a standard IEP form?

b____Do you have any special forms for writing the physical education section of IEPs?

c____Do parents of handicapped children provide input about physical education goals and objectives?

d____Does your school have a data bank or list of IEP goals and objectives for you to choose from?

15. CHECK WHETHER IN YOUR SCHOOL, YOU ARE INVOLVED IN RECOMMENDING PLACEMENT OF HANDICAPPED CHILDREN INTO <u>REGULAR</u> OR <u>ADAPTED</u> PHYSICAL EDUCATION CLASSES.

1____Yes

2____No

3____Not applicable

16. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW IMPORTANT THESE FACTORS ARE IN DETERMINING A STUDENT'S NEED FOR ADAPTED PHYSICAL EDUCATION:

1 = OF LITTLE IMPORTANCE, 2 = IMPORTANT, 3 = OF CONSIDERABLE IMPORTANCE

a_____formal tests of motor skills, physical fitness, motor ability, or growth and development

b_____teacher observation of motor skills and physical fitness levels

c_____teacher observation of the students social and emotional skills

d_____the students IEP goals and objectives in physical education

e_____advice of classroom teachers, special educators and/or other professionals in your school

f_____parents' preferences

g_____child's preferences

h_____scheduling convenience

i_____student's grade level

j_____student's handicapping condition

k_____student's chronological age

17. PLEASE USE THE FOLLOWING CODE TO INDICATE THE DEGREE OF DIFFICULTY YOU HAVE IN ASSESSING THE PERFORMANCE LEVELS OF HANDICAPPED CHILDREN

1 = NO DIFFICULTY, 2 = SOME DIFFICULTY, 3 = CONSIDERABLE DIFFICULTY, 4 = NOT APPLICABLE

a_____physical fitness

b_____gross motor skills

c_____social/emotional skills

d_____sports skills

e_____knowledge of sports or rules

f_____physical growth and motor development

18. PLEASE USE THE FOLLOWING CODE TO INDICATE IN GENERAL, HOW PROBLEMATIC THESE FACTORS ARE IN ASSESSING THE MOTOR ABILITIES OF HANDICAPPED CHILDREN:

1 = NOT A PROBLEM, 2 = SOMEWHAT PROBLEMATIC, 3. SIGNIFICANT PROBLEM, 4 = NOT APPLICABLE

a_____am not aware of appropriate tests for handicapped children

b_____do not have necessary skills in administering tests

c_____do not believe in testing or assessment

d_____cost of purchasing test kits or materials

e_____lack of physical education class time (contact hours with students)

19. PLESE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY YOU INDIVIDUALIZE THESE ASPECTS OF INSTRUCTION FOR HANDICAPPED STUDENTS THAT YOU TEACH

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = NOT APPLICABLE

a_____class activities

b_____equipment

c_____assessment or testing procedures

d_____teaching style (the nature of your interaction with students)

e_____behavior management

f_____criteria for grading or evaluation

The following questions pertain to opinions concerning the need for inservice training in adapted education

---

20. PLEASE USE THE FOLLOWING CODE TO INDICATE THE EXTENT OF THE INSERVICE NEEDS OF THE PHYSICAL EDUCATION FACULTY IN YOUR SCHOOL RELATIVE TO PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.

1 = NO NEED, 2 = SOME NEED, 3 = GREAT NEED

a_____assessment of motor ability

b_____individualized instruction

c_____modifying equipment and activities

d_____behavior management

e_____writing IEPs

f_____state and federal laws concerning education of the handicapped

g_____knowledge of handicapping conditions

h_____motor development

i_____curriculum materials

21_____OF THE CONCERNS LISTED IN BELOW, SELECT THE SINGLE MOST PRESSING INSERVICE NEED IN PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN YOUR SCHOOL.

1_____assessment of motor ability

2_____individualized instruction

3_____modifying equipment and activities

4_____behavior management

5_____writing IEPs

6_____state and federal laws concerning education of the handicapped

7_____knowledge of handicapping conditions

8_____motor development

9_____curriculum materials

SpecPE Commands and Screen Prompts:

The following commands are direct keyboard instructions from the user to the computer. These commands operate at the Disk Operating System level and are used to control machine use of the information contained on a diskette. Each command may be typed by the user at any time the OK prompt appears on the left side of the screen.

run "menu.bas" - After booting-up the Spec.PE diskette, use this command to load the operating program and begin using Spec.PE

files - The files command causes a list of all files written on the diskette, including Spec.PE's command (.com) and operating (.bas) files, to be displayed on the screen. Use the files command to check the exact names and spelling of files contained on a disk without loading the entire Spec.PE software system.

Prompts:

The following prompts are generated by either Spec.PE software or IBM'S Disk Operating System.

OK - The letters OK appearing at the left side of the screen mean that the computer has successfully completed it's most recent task and is ready to accept new instructions from the keyboard. You will see the OK prompt after booting the Spec.PE diskette and after ending each session.

Beep - The beep sound signals the user that the most recent data entry item has been rejected as unacceptable. When you hear the beep, look at the screen for an error message and instructions on how to proceed.

Redo From Start? - This message appears when the data entered does not conform to the physical format the computer expects (too many or too few characters). This message is not accompanied by sound and may not be noticed until after several additional data entry items have been entered, so CHECK THE SCREEN OFTEN.
To correct the error condition, reenter the data in proper format. Any incorrect or additional data entered while the error condition existed is ignored. Accuracy is, therefore, not affected.

Data Entry Prompt - One data entry prompt will appear on the screen for each of the 21 questions on the SpecPE questionnaire. Each prompt includes the question number, a brief description of question content, instructions on data entry procedures for that question, and an example of proper data entry format.

Option prompts - Allow the user to repeat tasks without returning to the task selection menu or to choose alternatives by responding y (yes) or n (no) to the question displayed.

Filename prompts - Direct the user to type the name of the file to be used in various tasks.

Temporary Files:

Each data file produced by Spec.PE contains a string of 475 individual numbers. Such a long list of numbers cannot be easily read or edited the way a document produced by a word processor can, so SpecPE uses a combination of Temporary and Permanent data files to help the user insure that data entered as a group can be identified and managed as a group for as long as it is needed.

Temporary files are used to hold each day's new data until the data can be assigned to one or more permanent files. Once the data has been transfered to permanent files the temporary filename can be reused. New data will simply replace or overwrite any data previously stored under that name. Permanent files are used to accumulate data over a period of time. Task options designed to create a new permanent file or to add new data to an existing permanent file are used to make permanent storage assignments.

BASIC SEQUENCE:

1. Enter raw data from questionnaires
2. Assign temporary filename to insure safety and integrity of data group
3. Use task options and temporary filename to;
   A. Transfer contents of the temporary file to a new permanent file (create a new permanent file) and/or
   B. Add the contents of the temporary file to an existing permanent file (update previous contents)

Any time data is assigned to a filename, it will replace any data previously assigned to that filename. Therefore, to prevent accidental data loss, the TASK OPTIONS MUST BE USED IN MAKING PERMANENT STORAGE ASSIGNMENTS .

Filenames

The filenames used for Spec.PE may be determined and assigned by the survey coordinator. Users, however, may occasionally wish to code a filename for their own purposes. This can be accomplished by adding, deleting, or changing one character of the original filename.

Rules for naming files. A filename should consist of two parts separated by a period.

name.extension

name: May contain 1 to 8 characters
May contain numerals and/or alphabetic characters
May not contain spaces
May include the special characters: @ # $ % & ( ) - _

extension: "fil", the standard extension for data files, should always be used for files created with Spec.PE.

Examples of appropriate filenames: apple.fil, r1.fil, r1-5.fil, state1.fil, #14.fil, %.fil

Changing filenames. The computer identifies and locates a specific file by comparing, character-by-character, the filename requested with filenames stored on the diskette. The computer cannot identify similarities. Therefore, the filenames r1.fil (for Region 1 file) and tr1.fil (for temporary Region 1 file) have meaningful similarities for the user while remaining distinct and unconnected for the computer. This characteristic makes it easy for the user to use the same temporary filename for each day's new data without accidently overwriting the cumulative data in the permanent file.

Such codes as t for temporary, c for copy, m for merge, are useful as reminders when file management tasks must be delayed until another session.

SETTING UP - Making a working copy

You will need:
1. The IBM DOS version 2.10 program diskette
2. The original Spec.PE Software Diskette

TRANSFER IBM COMMAND PROGRAMS:

1. Insert your DOS diskette in drive A (left or top) and close the door.

2. Turn on your system. The disk drive light will come on and the date prompt will be displayed. Type the date and press the ENTER key.

3. The time prompt will will be displayed. Type the time and press ENTER.

4. The DOS logo and DOS prompt (A>) will be displayed.

5. At the DOS prompt type: format b:/s

```
A> format b:/s
```

6. Follow the directions which appear on the screen.

```
Insert new diskette for drive B:
and strike any key when ready
```

7. Disk drive activity will occur while the new diskette is being prepared. Then the following message will appear on the screen. Respond n (no) to the 'Format Another' prompt.

```
Formatting. . .Format complete
System transferred

   362496 bytes total disk space
    40960 bytes used by system
   321536 bytes available on disk

Format another (Y/N)?
```

8. The DOS prompt (A>) will be displayed. At the DOS prompt type: copy basica.com b:

```
A> copy basica.com b:
```

9. The following message will appear.

```
1 File(s) copied
```

10. All necessary IBM command programs have now been transferred to the new disk.

TRANSFER SpecPE OPERATING PROGRAMS:

11. Remove the IBM DOS program diskette from Disk drive A and replace it with the original SpecPE software diskette.

11. At the DOS prompt (A>), type: copy a:*.* b:

```
A> copy a:*.* b:
```

12. As each SpecPE program is transferred, it will be listed on the screen. After all programs have been copied the screen should look like this:

```
A:AUTOEXEC.BAT
A:MENU.BAS
A:ENTER.BAS
A:NEWFILE.BAS
A:ADDFILE.BAS
A:SURVEYC.BAS
A:SCREENP.BAS
A:PURGE.BAS
A:TFILE.BAS
A:CORRQ.BAS
A:DELQ.BAS
A:SPECPE.BAS
A:D.DAT
       13 File(s) copied
```

13. At this point, all files necessary for proper functioning of SpecPE should have been copied onto your working diskette.

14. To check that the working diskette is ready to use:

    A. Remove the original SpecPE software diskette from drive A, and replace it with the working diskette.

    B. At the DOS prompt type: dir

```
A> dir
```

    C. A directory of all programs written onto the working diskette will appear on the screen. If each of the program names shown on page 69 appear in your directory, your working diskette is ready to use. Label the working copy and use it for daily operations. Store the original SpecPE diskette in a safe place, then prepare the data diskette as instructed on page 69. If you have a hard disk or fixed disk on your computer, see page 69 for instructions on how to set disk drive designations on your working copy of SpecPE.

```
COMMAND  COM                    SCREENP BAS
BASICA   COM                    PURGE   BAS
AUTOEXEC BAT                    TFILE   BAS
MENU     BAS                    CORRQ   BAS
ENTER    BAS                    DELQPE  BAS
NEWFILE  BAS                    SPECPE  BAS
ADDFILE  BAS                    D       DAT
SURVEYC  BAS    (15 files)
```

D. If your screen is missing any of the programs shown above, repeat these set-up procedures beginning with step 1. You may use the same working copy diskette - It will be erased during formatting (step 5).

E. After your working copy of SpecPE is ready. Insert the DOS diskette in Drive A (left) and a new, blank diskette in Drive B Type the following command:

A> FORMAT b:

DOS will prepare the blank disk to accept data files generated by SpecPE. Always use your SpecPE working copy diskette in Drive A and the data diskette in Drive B.

SETTING DISK DRIVE DESIGNATIONS:

SpecPE has been set up to operate on computers having 2 floppy disk drives. If you have 2 floppy disk drives, your disk is ready to use, you need not complete this section of instructions.

If your computer has 1 floppy disk drive and 1 hard or fixed disk, you will need to change the drive designations.

To Change Drive Designations:

1. Follow the instructions on page 70 to boot up your diskette and access the Task Selection Menu.

2. At the "Enter NUMBER of Choice :" prompt type the number 10 and press the enter key. The number 10 is a hidden code which does not appear among the menu options.

Enter NUMBER of Choice : 10

3. A new menu will appear on the screen. Select and enter the option which fits your machine.

4. SpecPE will remember which disk drives to use each time. You will not need to repeat this procedure unless you are making a new working copy.

LOADING SPEC.PE

If the computer is off:

1. Insert disk in drive A with the label up and close the drive door.
2. Turn on the printer, if you plan to use it, the monitor and the computer in that order.
3. wait while the computer performs a self-check.
4. The disk drive light will come on while the disk is being read.

If the computer is on:

1. Insert disk in drive A with the label up and close the drive door.
2. Press the three system reset keys: CTRL plus ALT plus DEL
   Hold all three keys down simultaneously for a second then release all of them.
3. The disk drive light will come on while the disk is being read.

The following message will appear on the screen:

```
The IBM Personal Computer Basic
Version A2.10 Copyright IBM Corp. 1981, 1982, 1983
60,455 bytes free

OK      (OK is a basic prompt which means that the computer has
         completed it's most recent task and is ready for a new
         command)
```

To begin using Spec.PE, type the following command:

```
run "menu.bas"
```

TASK SELECTION MENU:

The first prompt you will see on the screen asks if you want introductory instruction. If you have never used SpecPE before, respond y (yes) and press ENTER. Instructions on the purpose and use of each task option, and proper use of the Task Option Menu will be presented. An n (no) response to this prompt, will take you directly to the Task Selection Menu where you may begin using SpecPE.

TASK SELECTION MENU

1. ENTER NEW DATA from Questionnaires
2. CREATE a NEW PERMANENT File
3. ADD to an EXISTING PERMANENT FILE
4. ANALYZE data contained in and PRINT REPORT of EXISTING FILE
5. PURGE FILES - Destroy obsolete files
6. END SESSION

OPTION 1. ENTER NEW DATA from QUESTIONNAIRES

An individual Data Entry Prompt will appear on the screen for each of the 21 questions on each questionnaire. After all data from a single questionnaire has been entered, the system automatically returns to the Question 1 Data Entry Prompt and is ready to accept data from the next questionnaire. To indicate that all questionnaires have been entered, simply type stop in response to the Question 1 prompt. The system will proceed to store the new data in a temporary file.

Looking at the questionnaire, you will notice that most questions have several numbered or lettered blanks. Numbers indicate questions for which there should be only ONE data entry item (choose one or complete one blank). Letters indicate questions for which there will be multiple data entries (respond to each part). Individual Data Entry Prompts provide instructions and examples of proper data entry format for each question.

After all new data has been entered, it must be stored in a temporary data file. The temporary filename is then used along with options 2 and/or 3 to make permanent file storage assignments.

OPTION 2. CREATE a NEW or DUPLICATE PERMANENT FILE

This option causes the contents of any file, temporary or permanent, to be duplicated. The duplicate file should then be assigned a different filename.

Creating New Permanent Files

Use this option to establish a new permanent file on the first day of data entry activity. New data stored in a temporary file is duplicated and stored under a different, permanent name.

The temporary filename can then be reused for subsequent data entry sessions without accidently affecting the contents of the permanent file. More than one permanent file, each assigned a unique filename, may be created from a single temporary file.

Duplicating an Existing Permanent File

This option may also be used to produce an exact copy of any existing file or to change the name of an existing file.

To change a filename:

1. Duplicate the original file using option 2 and assign the duplicate file a new name.
2. Destroy the original file using the purge file option. The original filename will be available for reuse, and the original contents will be retained under the new filename.

OPTION 3. ADD to an EXISTING PERMANENT FILE

This option causes the contents of two files, temporary and/or permanent, to be merged or added together. The resulting combined data may then be assigned to one of the original filenamess (to update that file) or assigned a new filename (to create a new permanent file).

Updating an Existing File

Use this option to update a permanent file by adding new data as additional questionnaires are received . After data from new questionnaires has been entered and stored in a temporary file:

Procedure:

1. Computer requests name of file containing data to be added:
   Enter Name of Temporary File.
2. Computer requests name of file to which data will be added:
   Enter Name of Permanent File.
3. Computer requests name of file in which merged data should be stored:
   Enter Name of Permanent File (same filename as in step 2).

After completion of this procedure, the diskette will contain two files, the temporary file (unchanged) and the permanent file (containing new merged data).

Combining Exisiting Files

Any two existing files may be combined and stored under a new, third, filename. Use the same procedure as for updating a file, except that the merged data should be stored (in step 3) under a new, different filename. The diskette will then contain both original files, unchanged, plus the new combined file.

OPTION 4. ANALYZE DATA and GENERATE A PRINTED REPORT

This option generates a printed report of the data contained in any file, temporary or permanent, and may be used to obtain daily as well as final reports.

Procedure:

1. The computer requests the name of the file to be analyzed and reported.
2. Data contained in the file is loaded into memory and additional calculations (means and percentages) are performed.
3. A printed report is automatically generated.

BE SURE THAT YOUR PRINTER IS TURNED ON BEFORE CHOOSING THIS OPTION!

OPTION 5. PURGE FILES - Destroy any file no longer wanted

This is a housecleaning option which provides a controlled means of removing obsolete files from diskettes.

Procedure:

1. A list of all data files (those having a 'fil' extension) is displayed on the screen.
2. The computer requests the name of the file to be purged:
   Enter the name of the file to be destroyed.
3. Before the file is destroyed, this safety message will appear on the screen:
   Are you sure you want to destroy (name of file) y or n?
4. y response - file is erased from the diskette. Any data stored in the purged file will be lost and cannot be recovered.
5. n response - the file will remain intact.

6. END SESSION

Use this option to sign off after any Spec.PE session is completed. Use of the END SESSION option insures that all data files are closed and protected until needed again. Any other method of ending operation (such as removing diskettes and turning machinery off) could result in accidental data loss.

SAMPLE RUN - An Exploratory Exercise

This exercise has been designed to provide step-by-step experience with the Spec.PE data management system under controlled conditions. Simplified mock data will be entered, stored, manipulated, and destroyed in order to give the user a better understanding of the processes used during actual data analysis.

Using the following directions, you will:

I. Enter prescribed data, create the temporary file t#1.fil, create the permanent file #1.fil.

II. Enter prescribed data, create the temporary file t#2.fil, create the permanent file #2.fil.

III. Combine #1.fil and #2.fil to produce the new permanent file #3.fil.

IV. Analyze printed reports for Question 1 from all three permanent files #1.fil, #2.fil, and #3.fil.

V. Destroy all data files created during this exploratory exercise.

STARTING:

1. Boot up the Spec.PE diskette (insert diskette and turn computer on).

2. When the OK prompt appears on the left side of the screen type:

```
run "menu.bas"
```

3. After a minute, you will see:

```
Do you want introductory instructions (y or n)?:n
```

Respond n and press the enter key.

4. The Task selection menu will be displayed with the cursor positioned to the right of "Enter NUMBER of choice: ". Chose Option 1, ENTER NEW DATA, and press the enter key.

```
                    TASK SELECTION MENU

          1.  ENTER NEW DATA from QUESTIONNAIRES
          2.  CREATE a NEW or DUPLICATE PERMANENT FILE
          3.  ADD to an EXISTING PERMANENT FILE
          4.  ANALYSE data contained in and PRINT REPORT of EXISTING FILE
          5.  PURGE FILES - DESTROY any file NO LONGER WANTED
          6.  END SESSION

Enter NUMBER of choice:  1
```

I. #1.fil

DATA ENTRY:

1. The Question 1 data entry prompt will be displayed. Type the number 1 (one) and press the enter key.

```
Q1 HIGHEST DEGREE EARNED

ENTER HIGHEST NUMBER CHECKED (1-4), N to indicate that question
was not answered, or STOP to end input mode? 1
```

2. In response to the Question 2 prompt enter: 1,1,1

```
Q2  NUMBER OF COURSES

Enter responses to sections A-C separated by commas (A,B,C).
Enter 0 for any section left blank.
Enter N,0,0, - NO RESPONSE - only if entire question is unanswered.

Enter A,B,C: 1,1,1
```

3. An individual prompt, similar to either question 1 or 2, will be displayed for each of the remaining questions 3-21. Following screen directions, respond to each prompt by entering the number 1 for each data item requested. You have now completed data entry for one questionnaire as though the respondent had replied "1" to each information request on the questionnaire.

4. SpecPE will automatically return to the Question 1 prompt, ready to accept data from the next questionnaire.
   In response to the second Question 1 prompt type the word stop to indicate that all data has been entered.

```
Q1 HIGHEST DEGREE EARNED

ENTER HIGHEST NUMBER CHECKED (1-4), N to indicate that question
was not answered, or STOP to end input mode? stop
```

TEMPORARY FILE: t#1.fil

1. The following temporary file instructions will appear on the screen. Assign the data just entered to a temporary file by typing: t#1.fil. Press the enter key.

```
The new data you have entered will be placed in a TEMPORARY FILE.
to insure that it remains intact and available for as long as you want it.

The TEMPORARY filename will then be used to assign data to PERMANENT files.
After permanent assignments have been made, you may destroy the temporary file
or keep it (just in case you need it again later).

Give the temporary file a unique name that looks different from permanent file  names

CAUTION:  DO NOT USE THE NAME OF A FILE THAT ALREADY EXISTS.
          If you do, the data PREVIOUSLY STORED under


ENTER TEMPORARY FILENAME: t#1.fil
```

2. This message will be displayed.

```
New data has been stored under the temporary file name:  t#1.fil
```

4. The following prompt allows the user to repeat the data entry and temporary file assignment process for a different set of questionnaires. By responding y (yes) to this prompt, all data entry tasks may be completed in one session without returning to the task selection menu. All task options provide a similar 'repeat' prompt, allowing the user to determine the most satisfactory operations sequence for the task at hand. For the purpose of this exercise, respond n (no) and return to the task selection menu.

```
Do you want to ENTER another BATCH of NEW DATA from questionnaires (y or n)? n
```

PERMANENT FILE: #1.fil

1. From the Task Selection Menu, chose Option 2 - CREATE a NEW or DUPLICATE PERMANENT FILE.

```
                    TASK SELECTION MENU

          1.  ENTER NEW DATA from QUESTIONNAIRES
          2.  CREATE a NEW or DUPLICATE PERMANENT FILE
          3.  ADD to an EXISTING PERMANENT FILE
          4.  ANALYSE data contained in and PRINT REPORT of EXISTING FILE
          5.  PURGE FILES - DESTROY any file NO LONGER WANTED
          6.  END SESSION

Enter NUMBER of choice:  2
```

2. Enter the filename t#1.fil in response to the following prompt.

```
Enter NAME of TEMPORARY or ORIGINAL file:  t#1.fil
```

3. This message will be displayed.

```
The contents of t#1.fil have been read into memory.
```

4. In response to the following prompt, enter the NEW PERMANENT filename #1.fil.

```
Enter name of new PERMANENT or DUPLICATE file to be created: #1.fil
```

5. You will hear the disk drive whir, and see the disk drive light come on while the new permanent file is being created and written onto the diskette.
When the process is complete, the following message and prompt will appear on the screen. Respond n (no) and return to the Task Selection Menu.

```
The contents of the file t#1.fil have been copied into a new file named #1.fil.
#1.fil IS AN EXACT DUPLICATE OF t#1.fil.

Do you want to create another file (y or n)? n
```

II. #2.fil

1. Chose Task Option 1 - ENTER NEW DATA. To create a new file containing a different set of data, repeat the procedure used to create t#1.fil and #1.fil.
   This time, however, enter the number 2 in response to data entry prompts for all 21 questions.

2. Name the temporary file t#2.fil. Return to the Task Selection Menu.

3. Choose Option 2 - CREATE a NEW PERMANENT FILE, and name the New Permanent File #2.fil. Return to the Task Selection Menu.

III. #3.fil

You have now created two unique permanent data files, #1.fil and #2.fil. The numbers contained in these two files are slightly different, however, the pattern in which they are organized is identical. Therefore, the two files may be combined, literally added together, to produce a third set of data. If the resulting cumulative data is assigned to one of the two original filenames, that file is updated by addition of new data. Temporary files are used to update permanent files in this way.

If, however, the cumulative data is assigned to a new permanent filename, a new file can be created. For example, suppose that #1.fil contains all data collected from all urban schools in the state and #2.fil contains all data collected from rural schools. Using Option 3 - ADD to an EXISTING PERMANENT FILE - you may combine #1.fil and #2.fil to produce a cumulative total of all data collected statewide, then store this cumulative total in a new file #3.fil (statewide data) without reentering raw data from the keyboard. You will now use this method to create the new cumulative file #3.fil.

1. Chose Option 3 - ADD to an EXISTINC PERMANENT FILE

```
                TASK SELECTION MENU

        1.  ENTER NEW DATA from QUESTIONNAIRES
        2.  CREATE a NEW or DUPLICATE PERMANENT FILE
        3.  ADD to an EXISTING PERMANENT FILE
        4.  ANALYSE data contained in and PRINT REPORT of EXISTING FILE
        5.  PURGE FILES - DESTROY any file NO LONGER WANTED
        6.  END SESSION

Enter NUMBER of choice: 3
```

2. The 'file to be added' prompt will be displayed. Enter the filename #1.fil.

```
Enter NAME of FILE containing data TO BE ADDED: #1.fil
```

3. Disk drive activity will occur while #1.fil is being read. This confirmation message will then appear.

```
The contents of #1.fil have been read into memory.
```

4. The 'file to which data will be added' prompt will be displayed. Enter the filename #2.fil.

```
Enter name of file to which this data will be added :  #2.fil
```

5. Disk drive activity will occur for a short time, then the computer will be very quiet for about 30 seconds while the two data sets are being merged. Eventually, this 'file in which combined data will be stored' will be displayed.

```
Enter name of PERMANENT file in which COMBINED DATA WILL BE STORED: #3.fil
```

6. After a short wait, the following message will confirm that the two files have been combined and stored under the specified filename.

```
The data contained in #1.fil and #2.fil have been combined and stored in:
#3.fil.
```

7. Again, a 'repeat task' message will appear. Respond n (no) and return to the task selection menu.

```
Do you want to combine other files (y or n)? n
```

IV. PRINT REPORTS

SpecPE produces a separate one-page report for each of the 21 questions on the questionnaire. To avoid so much printing at this point, copies of the reports for Question 1, produced from the data contained in #1.fil, #2.fil, and #3.fil, are provided on page 80.

Remember that in creating the data files #1.fil and #2.fil, mock data was entered to simulate responses from one questionnaire. For Question number 1, the mock data entered corresponds to actual responses in this way:

In #1.fil, the entry of the number 1 represents choice #1 on the questionnaire, bachelor degree.

In #2.fil, the entry of the number 2 represents choice #2 on the questionnaire, master degree.

Remember, also, that #3.fil represents the combination, or sum, of the data contained in #1.fil and #2.fil.

Keeping these facts in mind, look at the three reports produced from data contained in #1.fil, #2.fil, and #3.fil.

#1.fil: The Question 1 report shows that 1 questionnaire was processed to obtain the data being reported, and that 1 person (100% of the responses reported) holds a bachelor degree.

#2.fil: The Question 1 report shows that 1 questionnaire was processed to obtain the data being reported, and that 1 person (100% of the responses reported) holds a master degree.

#3.fil: The Question 1 report shows that 2 questionnaires were processed to obtain the data reported, and that 1 person (50% of the responses reported) holds a bachelor degree, while 1 person (50% of the responses reported) holds a master degree. Notice, also, that the Number/Percent of Appropriate Responses is 2/100%.

Clearly, the data contained in #3.fil represents the sum of #1.fil and #2.fil. The number of persons reporting each response has been transferred accurately. The percentage of persons reporting each response changes because the total population upon which the percentage is calculated has increased (1 response for each individual file, 2 responses for the combined file).

#1.fil

QUESTION 1

Teacher Qualification by Degree

	Teachers Responding N / %
Bachelor	1 /100.00
Master	0 / 0.00
Specialist	0 / 0.00
Doctorate	0 / 0.00

Total Questionnaires Processed : 1
Number / Percent Appropriate Responses: 1 /100.00
Number / Percent NO Response: 0 / 0.00

#2.fil

QUESTION 1

Teacher Qualification by Degree

	Teachers Responding N / %
Bachelor	0 / 0.00
Master	1 /100.00
Specialist	0 / 0.00
Doctorate	0 / 0.00

Total Questionnaires Processed : 1
Number / Percent Appropriate Responses: 1 /100.00
Number / Percent NO Response: 0 / 0.00

#3.fil

QUESTION 1

Teacher Qualification by Degree

	Teachers Responding N / %
Bachelor	1 / 50.00
Master	1 / 50.00
Specialist	0 / 0.00
Doctorate	0 / 0.00

Total Questionnaires Processed : 2
Number / Percent Appropriate Responses: 2 /100.00
Number / Percent NO Response: 0 / 0.00

Obtaining a Printed Report:

MAKE SURE YOUR PRINTER IS TURNED ON AND LOADED WITH PAPER:

With Tractor Feed
Position paper in relation to the print line (top of ribbon). Run the first sheet of continuous form paper through until the perforations marking the second sheet are just at the top of the ribbon. This will position the paper so that each report will print on a separate 8 1/2" x 11" sheet.

Without Tractor Feed
Position paper in relation to the print line (top of ribbon). Run the first sheet of continuous form paper through the platen until the perforations marking the second sheet are just above the ribbon. This will position the second sheet so that each report prints on one 8 1/2" x 11" sheet. Continuous form paper tends to slip to the side when used without tractor feed. If the reports appear to be printing too close to one edge of the paper, you can stop printing momentarily (procedure varies with printer being used) and realign the paper, then resume printing without loss of report lines.

SpecPE Printing Procedure:

1. Choose Option 4 - ANALYZE DATA and PRINT REPORT - from the Task Selction Menu.

```
                    TASK SELECTION MENU

          1.  ENTER NEW DATA from QUESTIONNAIRES
          2.  CREATE a NEW or DUPLICATE PERMANENT FILE
          3.  ADD to an EXISTING PERMANENT FILE
          4.  ANALYSE data contained in and PRINT REPORT of EXISTING FILE
          5.  PURGE FILES - DESTROY any file NO LONGER WANTED
          6.  END SESSION

Enter NUMBER of choice:  4
```

2. The following request for filename will be displayed. Respond with the exact name of the file to be used. Remember that the filename must be typed with no spaces.

```
Enter File Name: #1.fil
```

3. There will be obvious disk drive activity while file contents are being read into memory. Then the following message will be displayed.

```
Percentage and Mean calculations are now being performed
```

4. The computer will appear to be inactive for about 30 seconds. Use this time to double check the printer. Report printing begins automatically and continues until all 21 pages have been completed.

5. The 21 individual question reports have been designed to print on continuous form paper. Spacing, built into the programming, assures that each report fits on one 8 1/2 x 11 sheet.

6. After reports have been printed, respond to the 'repeat task' prompt on the screen to print reports from another file or return to the Task Selection Menu.

PURGE FILES

1. At the Task Selection Menu, choose Option 5 - PURGE FILES.

```
                    TASK SELECTION MENU

          1.  ENTER NEW DATA from QUESTIONNAIRES
          2.  CREATE a NEW or DUPLICATE PERMANENT FILE
          3.  ADD to an EXISTING PERMANENT FILE
          4.  ANALYSE data contained in and PRINT REPORT of EXISTING FILE
          5.  PURGE FILES - DESTROY any file NO LONGER WANTED
          6.  END SESSION

Enter NUMBER of choice:  5
```

2. The screen should look like the example shown below. A directory of all data files written on the diskette (those files with the 'fil' extension) will be displayed for reference. Notice that filenames listed in the directory contain spaces. These spaces are for machine use and should not be included when you type the filename.
The 'enter filename' prompt will also be displayed. Remember to type the filename with no spaces. Type t#1.fil in response to the prompt.

   NOTE: If you chose the PURGE FILE option by mistake, go ahead and enter a filename. You may cancel the purge order in Step 3 and return to the Task Selection Menu.

```
A:\
T#1     .FIL      T#2     .FIL      #1      .FIL      #2      .FIL
#3      .FIL
 103424 Bytes free


Enter NAME of FILE to be DESTROYED: t#1.fil
```

3. To protect against accidental file destruction due to mis-typing of a filename, you must respond to the following cautionary prompt before any action will be taken.
Respond y (yes).

```
Are You Sure you want to destroy t#1.fil?
Enter y or n: ? y
```

4. A confirmation of action message will then be displayed. The 'repeat task' prompt will also be displayed. Respond y (yes).

```
t#1.fil has been destroyed.

Do you want to destroy another file (y or n)? y
```

5. The screen should now look like the example below. Notice that the file you destroyed, t#1.fil, no longer appears on the directory. t#1.fil no longer exists anywhere.
Enter t#2.fil in response to the filename prompt.
Enter n (no) in response to the cautionary prompt.

```
PURGE FILES

A:\
T#2     .FIL      #1      .FIL      #2      .FIL      #3      .FIL
 105472 Bytes free


Enter NAME of FILE to be DESTROYED: t#2.fil
```

6. The following confirmation of action message will be displayed. If you want to confirm that t#2.fil is still listed in the directory, respond y (yes) to the 'repeat task' prompt and repeat step 5. Then respond n (no) to the repeat task prompt to return to the Task Selection Menu.

```
t#2.filhas not been destroyed.
Do you want to destroy another file (y  r n)? n
```

END SESSION

1. At the Task Selection Menu, choose Option 6 - END SESSION. A good-by message will be displayed.

CREATING AN EMPTY FILE

At times, it may be desirable to establish and reserve a filename with storage space on a diskette. This can be accomplished by creating an empty file, that is, a file containing a string of zeros in place of actual data.

Procedure:

1. At the Task Selection Menu choose Option 1 - ENTER DATA
2. Type the word stop in response to the Question 1 prompt.
3. SpecPE will proceed directly to the temporary filename prompt without requiring data entry. Enter the desired filename. Both temporary and permanent files may be created.
4. The new file will be written on the diskette. Since no data was entered, the new file will contain a series of zeros. Later, data from questionnaires may be entered and assigned to the same filename.

WRAPPING UP

At this point, the SpecPE diskette still contains the data files t#2.fil, #1,fil, #2.fil, and #3.fil. You may want to use these files for further experimentation with the SpecPE software system. If not, use Option 5 - PURGE FILES to erase them from the diskette.

PROGRAM MODIFICATION

The functions performed by SpecPE are controlled by instructions written into program files which are stored on the SpecPE diskette. Each program file is composed of a series of numbered lines. Each program line tells the computer, step-by-step, what to do and how to do it. Therefore, to change the wording on a report produced by SpecPE, the program lines which control printing must be changed.

The Program Modification Section of this manual provides simple instructions for editing program lines to produce the necessary changes. Do not let the appearance of program lines intimidate you. The editing process is basically the same as that used for making changes on a typewriter or word processor - the cursor movement keys are used to position the cursor under the characters to be changed, and the keyboard keys are used to replace the old characters with new ones.

Study the General Directions for an understanding of the processes and commands used to effect change. Then use the specific directions to make actual changes.

General Directions

1. Accessing data entry program lines:

   A. Boot up a working copy of the SpecPE diskette. If the diskette has already been booted make sure that the OK prompt is displayed on the screen.

   B. Use the load filename command to load the appropriate program file into memory. The proper format for this command is provided under Specific Directions. The OK prompt will appear on the screen to indicate that the specified program file has been loaded into memory. Individual program lines may new be displayed and/or changed.

2. Changing program lines:

   Each command contained in a computer program is assigned and identified by a line number. Individual lines may be displayed by calling up the line number with one of the following commands:

   list (line number) - Example: list 1370
   The specified line, in this case line 1370, will be displayed on the screen. The cursor will be located below the displayed line. Program lines may be viewed, but not changed using the list command.

   edit (line number) - Example: edit 1370
   The specified line will be displayed on the screen with the cursor positioned under the first digit of the line number.
   To edit the line, 1) use the cursor movement keys to position the cursor under the characters to be changed, 2) use the space bar and keyboard keys to replace the characters to be changed, 3) press the enter key to enter the new line into memory.

3. Saving changes permanently on the diskette:

   A. After all changes have been made, use the list command to display the new program lines. Proofread the lines carefully to be sure that they are correct. If necessary, use the edit command to make additional changes.

   B. When you are sure that the new program lines are exactly the way you want them, write them to the diskette by typing the save (filename) command. The disk drive light will come on while the new lines are being written into the permanent program. When the process is complete, the OK prompt will be displayed.

NOTE: Using the edit command causes changes to be made in the computer's memory. These changes are temporary, and will disapear when the machine is turned off. In order to make permanent changes, the new lines must written onto the diskette by using the save command.

MODIFYING REPORT PRINTING PROGRAM

Each line of the reports printed by SpecPE is controlled by a specific, numbered line in the "screenp.bas" program. Compare the report produced for Question 1 and the program lines for Question 1 on page 90. The report line

```
Bachelor                              0 /  0.00
```

is produced by the program line

```
30710 LPRINT USING "      Bachelor  " + G$ ; SQ1.1, PQ1.1 : LPRINT
```

Notice that the word Bachelor is enclosed in quotation marks in the program line. The quotation marks cause the word Bachelor to be printed on the report. To change wording on any report, we need only change the corresponding wording between quotation marks in the program line.

A note of caution - To insure proper alignment of data columns on the printed report, the quotation marks must not be moved. Therefore, use the cursor movement keys to position the cursor inside the parentheses, then use only the space bar, keyboard keys, and cursor movement keys to replace wording.

Specific instructions are given for changing the word Bachelor in the report for Question 1. To change other report lines, refer to the program lines on pages 90 - 95, locate and substitute appropriate line numbers.

Specific Directions

1. Follow general directions for booting up a working copy of the SpecPE diskette.

2. Type the command: load "screenp.bas"
   Press the enter key. The OK prompt will appear.
   The load "screenp.bas" command causes the computer to read the report printing instructions into memory.

3. Locate the line number containing the wording to be changed on pages -
   For this example, we will change line # 30710.

4. Display the line by typing the list (line number) command: list 30710
   The line will appear on the screen:

   ```
   30710 LPRINT USING "    Bachelor  " + G$ ; SQ1.1, PQ1.1 : LPRINT
   ```

   Use this line as a correct spacing guide when editing in step 5.

5. Make the line available for editing by typing the edit command: edit 30710
   The line will appear on the screen with the cursor positioned under the first digit of the line number.

   ```
   30710 LPRINT USING "     Bachelor  " + G$ ; SQ1.1, PQ1.1 : LPRINT
   ```

6. Use the cursor movement key to move the cursor inside the parentheses without disturbing any characters. Once inside the parentheses, press the space bar to erase the old characters (spacing causes the old character to be replaced by a blank space). Be sure to stop spacing before the second parenthesis is reached.

   ```
   30710 LPRINT USING "                " + G$ ; SQ1.1, PQ1.1 : LPRINT
   ```

7. Use the cursor movement key to position the cursor for the first letter of the new wording, and type the new wording. Press the enter key to enter this new line into memory. (The cursor may be located at any point along the line when the enter key is pressed. The entire line will always be read into memory no matter where the cursor is located.)

```
30710 LPRINT USING "  Change Made  " + G$ ; SQ1.1, PQ1.1 : LPRINT
```

8. When all changes have been made and proofread, use the save command to write the new lines on the diskette.
   Type : save "screenp.bas"
   Press the enter key

Note: A given line may be edited as many times as necessary, so if the first try doesn't work quite right, try again. The list command may be used to display the line number above or below the one being edited, so that proper alignment can be checked. If necessary, the entire program line can be retyped and saved. See pages 90 - 95 for original lines.

```
30600   '      QUESTION 1
30710 LPRINT USING "      Bachelor  " + G$ ; SQ1.1, PQ1.1 : LPRINT
30720 LPRINT USING "      Master    " + G$ ; SQ1.2, PQ1.2 : LPRINT
30730 LPRINT USING "      Specialist" + G$ ; SQ1.3, PQ1.3 : LPRINT
30740 LPRINT USING "      Doctorate " + G$ ; SQ1.4, PQ1.4


30820   '  QUESTION 2

30920 LPRINT USING "      Adapted Physical Educ." +  H$ ; SQ2.A, AAPE, MQ2.A, SU5
Q2.A, SU10Q2.A, SU15Q2.A
30930 LPRINT USING I$ ; P5APE, P10APE, P15APE : LPRINT
30940 LPRINT USING "      Motor Development     " + H$ ; SQ2.B, AMD, MQ2.B, SU5Q2
.B, SU10Q2.B, SU15Q2.B
30950 LPRINT USING I$ ; P5MD, P10MD, P15MD : LPRINT
30960 LPRINT USING "      Special Education     " + H$ ; SQ2.C, ASE, MQ2.C, SU5Q
2.C, SU10Q2.C, SU15Q2.C
30970 LPRINT USING  I$ ; P5SE, P10SE, P15SE
30980 LPRINT E$
30990 GOSUB 33830
31000 LPRINT "Total Adapted PE courses reported:              " ;VQ2.A
31010 LPRINT "Total Motor Development courses reported:       " ;VQ2.B
31020 LPRINT "Total Special Education courses reported:       " ;VQ2.C


31100   ' QUESTION 3

31180 LPRINT "   Supervised Practicum in"
31190 LPRINT USING "   Special Physical Education   " + J$ ; SQ3.A1, PQ3.A1, SQ3
.A2, PQ3.A2: LPRINT
31200 LPRINT "   Student Teaching in"
31210 LPRINT USING "   Special Physical Education   " + J$; SQ3.B1, PQ3.B1, SQ3.
B2, PQ3.B2 : LPRINT
31220 LPRINT "   Student teaching in"
31230 LPRINT USING "   Regular Education Class      " + J$; SQ3.C1, PQ3.C1, SQ3.
C2, PQ3.C2


31310   '      QUESTION 4
31380 LPRINT USING "      Max days reported       " + K$; MDQ4 : LPRINT
31390 LPRINT USING "      0 days                  " + L$ ; SOQ4, POQ4 : LPRINT
31400 LPRINT USING "      1-5 days                " + L$ ; SU5Q4, PU5Q4 : LPRINT
31410 LPRINT USING "      6-10 days               " + L$ ; SU10Q4, PU10Q4 : LPRINT

31420 LPRINT USING "      Over 10 days            " + L$ ; SO10Q4, PO10Q4


31510   '      QUESTION 5
31590 LPRINT USING "      15-25 min     " + M$ ; SQ5.1, PQ5.1 :LPRINT
31600 LPRINT USING "      30-45 min     " + M$ ; SQ5.2, PQ5.2 :LPRINT
31610 LPRINT USING "      5 + min       " + M$ ; SQ5.3, PQ5.3
```

```
31680   '     QUESTION 6
31750 LPRINT "  CLASSES:"
31760 LPRINT USING "      Mean/Max Classes/day Reported" + MH$;AQ6.A, MQ6.A, :LP
RINT
31770 LPRINT USING "      Fewer than 7 classes/day" + N$ ; SU7Q6.A, PU7Q6.A
31780 LPRINT USING "      8-10 Classes/day          " + N$ ; SU10Q6.A, PU10Q6.A
31790 LPRINT USING "      11-15 Classes/day         " + N$ ; SU15Q6.A, PU15Q6.A
31800 LPRINT USING "      16 +  Classes/day         " + N$ ; SO15Q6.A, PO15Q6.A
31810 LPRINT : LPRINT
31820 LPRINT "  HANDICAPPED STUDENTS:"
31830 LPRINT "          Max Number of Handicapped"
31840 LPRINT USING "          Students/Class reported" + O$; MQ6.B
31850 LPRINT "       Mean number of Handicapped"
31860 LPRINT USING "          Students/Class              " + P$ ; AHSCLASS
31870 LPRINT "       Mean Number of Handicapped"
31880 LPRINT USING "          Students Served/Day         " + P$ ;AQ6.B : LPRINT
31890 LPRINT USING "      0 students/class          " + N$ ; SOQ6.B, POQ6.B
31900 LPRINT USING "      1-5 students/class        " + N$ ; SU5Q6.B, PU5Q6.B
31910 LPRINT USING "      6-10  students/class      " + N$ ; SU10Q6.B, PU10Q6.B
31920 LPRINT USING "      11-15 students/class      " + N$ ; SU15Q6.B, PU15Q6.B
31930 LPRINT USING "      16-20 students/class      " + N$ ; SU20Q6.B, PU20Q6.B
31940 LPRINT USING "      20 + students/class       " + N$ ; SO20Q6.B, PO20Q6.B
31950 LPRINT :LPRINT
31960 LPRINT "  REGULAR STUDENTS:       "
31970 LPRINT  "       Max Number of Regular Ed. Students"
31980 LPRINT USING "          reported/Class          " + O$; MQ6.C
31990 LPRINT "       Mean Number of Regular Ed. Students"
32000 LPRINT USING "          Reported/Class                " + P$ ; ARESCLASS


32010 LPRINT "       Mean number of Regular Ed. Students"
32020 LPRINT USING "          Students Served/Day       " + P$ ;AQ6.C : LPRINT
32030 LPRINT USING "      0 students/class          " + N$ ; SOQ6.C, POQ6.C
32040 LPRINT USING "      1-10 Students/class       " + N$ ; SU10Q6.C, PU10Q6.C
32050 LPRINT USING "      11-25 students/class      " + N$ ; SU25Q6.C, PU25Q6.C
32060 LPRINT USING "      26-50 students/class      " + N$ ; SU50Q6.C, PU50Q6.C
32070 LPRINT USING "      51-100 students/class     " + N$ ; SU100Q6.C, PU100Q6.C
32080 LPRINT USING "      101-200 students/class    " + N$ ; SU200Q6.C, PU200Q6.C
32090 LPRINT USING "      200 +   students/class    " + N$ ; SO200Q6.C, PO200Q6.C
32100 LPRINT  E$



32180   '     QUESTION 7
32270 LPRINT USING  "Class Meetings/Week    " + Q$ ; ATMSWK :LPRINT :LPRINT
32280 LPRINT USING  "1.  1 Time/Week        " + PP$ ; SQ7.1,PQ7.1
32290 LPRINT USING  "2.  2 Times/Week       " + PP$; SQ7.2, PQ7.2
32300 LPRINT USING  "3.  3 Times/Week       " + PP$; SQ7.3, PQ7.3
32310 LPRINT USING  "4.  4 Times/Week       " + PP$; SQ7.4, PQ7.4
32320 LPRINT USING  "5.  5 Times/Week       " + PP$; SQ7.5, PQ7.5



32400   '     QUESTION 8
32480 LPRINT USING "      0 Schools                 " + S$ ; SOQ8, POQ8
32490 LPRINT USING "      1 School                  " + S$ ; S1Q8, P1Q8
32500 LPRINT USING "      2-5 Schools               " + S$ ; SU5Q8, PU5Q8
32510 LPRINT USING "      6-7 Schools               " + S$ ; SU7Q8, PU7Q8
32520 LPRINT USING "      8-10 Schools              " + S$ ; SU10Q8, PU10Q8
32530 LPRINT USING "      11-15 Schools             " + S$ ; SU15Q8, PU15Q8



32620   '     QUESTION 9
32700 LPRINT USING "   Multi/Physical Handicapped                       " + U$ ; SQ
9.A, PQ9.A :LPRINT
32710 LPRINT USING "   Mild Mental Handicapped (EMR)                    " + U$ ; SQ
9.B, PQ9.B :LPRINT
32720 LPRINT USING "   Moderate/Severe Mental Handicapped (TMR-SMR)     " + U$ ; SQ
9.C, PQ9.C :LPRIN"
32730 LPRINT USING "   Hearing/Vision Impairment                        " + U$ ; SQ
9.D, PQ9.D :LPRINT
32740 LPRINT USING "   Learning Disability                              " + U$ ; SQ
9.E, PQ9.E :LPRINT
32750 LPRINT USING "   Behavior Disorder                                " + U$ ; SQ
9.F, PQ9.F :LPRINT
32760 LPRINT USING "   Severe Emotional Disturbance                     " + U$ ; SQ
9.G, PQ9.G
```

```
32830   '      QUESTION 10
32920 LPRINT USING "   Gym                  " + Y$; SQ10.A, AUSE10.A, SQ10.A1, SQ10
.A2,SQ10.A3, SQ10.A4
32930 LPRINT USING  Z$ ; PQ10.A1, PQ10.A2, PQ10.A3, PQ10.A4:LPRINT
32940 LPRINT USING "   Multipurpose Room " + Y$; SQ10.B, AUSE10.B, SQ10.B1, SQ10
.B2,SQ10.B3, SQ10.B4
32950 LPRINT USING  Z$ ; PQ10.B1, PQ10.B2, PQ10.B3, PQ10.B4:LPRINT
32960 LPRINT USING "   Outdoor Field        " + Y$; SQ10.C, AUSE10.C, SQ10.C1, SQ10
.C2,SQ10.C3, SQ10.C4
32970 LPRINT USING  Z$ ; PQ10.C1, PQ10.C2, PQ10.C3, PQ10.C4:LPRINT
32980 LPRINT USING "   Swimming Pool        " + Y$; SQ10.D, AUSE10.D, SQ10.D1, SQ10
.D2,SQ10.D3, SQ10.D4
32990 LPRINT USING  Z$ ; PQ10.D1, PQ10.D2, PQ10.D3, PQ10.D4 :LPRINT
33000 LPRINT USING "   Locker Room          " + Y$; SQ10.E, AUSE10.E, SQ10.E1, SQ10
.E2,SQ10.E3, SQ10.E4
33010 LPRINT USING  Z$ ; PQ10.E1, PQ10.E2, PQ10.E3, PQ10.E4 :LPRINT
33020 LPRINT USING "   Classroom            " + Y$; SQ10.F, AUSE10.F, SQ10.F1, SQ10
.F2,SQ10.F3, SQ10.F4
33030 LPRINT USING  Z$ ; PQ10.F1, PQ10.F2, PQ10.F3, PQ10.F4 :LPRINT
33040 LPRINT USING "   Weight Room          " + Y$; SQ10.G, AUSE10.G, SQ10.G1, SQ10
.G2,SQ10.G3, SQ10.G4
33050 LPRINT USING  Z$ ; PQ10.G1, PQ10.G2, PQ10.G3, PQ10.G4
```

```
33120   '        QUESTION 11
33180 LPRINT USING  "      Mean/Max Budgets Reported    "+ A1$ ;ABQ11, MBQ11 : LP
RINT
33190 LPRINT USING "      $0          / year          " + B1$ ; SOQ11, POQ11 :LPRINT
33200 LPRINT USING "      $1-$100     / year          " + B1$ ; SU100Q11, PU100Q11 :L
PRINT
33210 LPRINT USING "      $101-$300   / year          " + B1$ ; SU300Q11, PU300Q11 :L
PRINT
33220 LPRINT USING "      $301-$500   / year          " + B1$ ; SU500Q11, PU500Q11 :L
PRINT
33230 LPRINT USING "      $501-$999   / year          " + B1$ ; SU1000Q11, PU1000Q11
:LPRINT
33240 LPRINT USING "      $1000 +     / year          " + B1$ ; SO1000Q11, PO1000Q11
```

```
33310   '      QUESTION 12
33380 LPRINT USING "  1. 0%          / year          " + B1$ ; SQ12.1, PQ12.1 :LPRIN
T
33390 LPRINT USING "  2. 1-10%       / year          " + B1$ ; SQ12.2, PQ12.2 :LPRIN
T
33400 LPRINT USING "  3. 11-25%      / year          " + B1$ ; SQ12.3, PQ12.3 :LPRIN
T
33410 LPRINT USING "  4. 26-50%      / year          " + B1$ ; SQ12.4, PQ12.4 :LPRIN
T
33420 LPRINT USING "  5. 50% +       / year          " + B1$ ; SQ12.5, PQ12.5
```

```
33500   '      QUESTION 13
33600 LPRINT USING "      Refer students to          " + F1$; SQ13.A, SQ13.A1, SQ13.
A2, SQ13.A3
33610 LPRINT USING "      Special Ed. Faculty         " + G1$ ; PQ13.A1, PQ13.A2, PQ
13.A3 :LPRINT
33620 LPRINT USING "      Request to take part in " + F1$; SQ13.B, SQ13.B1, SQ13.
B2, SQ13.B3
33630 LPRINT USING "      IEP meetings                " + G1$ ; PQ13.B1, PQ13.B2, PQ
13.B3 :LPRINT
33640 LPRINT USING "      Attend IEP meetings        " + F1$; SQ13.C, SQ13.C1, SQ13.
C2, SQ13.C3
33650 LPRINT USING "                                  " + G1$ ; PQ13.C1, PQ13.C2, PQ
13.C3 :LPRINT
33660 LPRINT USING "      Send written input to      " + F1$; SQ13.D, SQ13.D1, SQ13.
D2, SQ13.D3
33670 LPRINT USING "      IEP meetings                " + G1$ ; PQ13.D1, PQ13.D2, PQ
13.D3 :LPRINT
33680 LPRINT USING "      Write parts of IEPs for " + F1$; SQ13.E, SQ13.E1, SQ13.
E2, SQ13.E3
33690 LPRINT USING "    Handicapped children in PE" + G1$ ; PQ13.E1, PQ13.E2, PQ
13.E3 :LPRINT
```

```
33760   '       QUESTION 14
33860 LPRINT USING "  Standard IEP form used      " + F1$; SQ14.A, SQ14.A1, SQ14.
A2, SQ1 .A3
33870 LPRINT USING "                               " + G1$ ; PQ14.A1, PQ14.A2, PQ
1 .A3 :LPRINT
33880 LPRINT USING "  Special form for PE section" + F1$; SQ1 .B, SQ14.B1, SQ1 .
B2, SQ1 .B3
33890 LPRINT USING "   of IEP                     " + G1$ ; PQ1 .B1, PQ14.B2, PQ
1 .B3 :LPRINT
33900 LPRINT USING "  Parents provide input on    " + F1$; SQ14.C, SQ14.C1, SQ14.
C2, SQ14.C3
33910 LPRINT USING "   Physical Education goals   " + G1$ ; PQ14.C1, PQ14.C2, PQ
14.C3 :LPRINT
33920 LPRINT USING "  School has data bank or     " + F1$; SQ14.D, SQ14.D1, SQ14.
D2, SQ14.D3
33930 LPRINT USING "    list of IEP goals and     " + G1$ ; PQ14.D1, PQ14.D2, PQ
14.D3
33940 LPRINT "    objectives to choose from"



34020   '       QUESTION 15
34080 LPRINT USING  "  YES - Teacher is involved    "+ I1$ ;SQ15.1, PQ15.1  : LP
RINT
34090 LPRINT USING  "  NO - Teacher is not involved "+ I1$ ;SQ15.2, PQ15.2  : LP
RINT
34100 LPRINT USING  "  NOT APPLICABLE               "+ I1$ ;SQ15.3, PQ15.3  : LP
RINT E$ : LPRINT



34160   '       QUESTION 16
34240 LPRINT USING " Formal tests         " + M1$; SQ16.A, AUSE16.A, SQ16.A1, SQ1
6.A2,SQ16.A3
34250 LPRINT USING "                      " + N1$ ; PQ16.A1, PQ16.A2, PQ16.A3 : L
PRINT
34260 LPRINT USING " Teacher Observation  " + M1$; SQ16.B, AUSE16.B, SQ16.B1, SQ1
6.B2,SQ16.B3
34270 LPRINT USING " Skills, Fitness etc." + N1$ ; PQ16.B1, PQ16.B2, PQ16.B3:LPR
INT
34280 LPRINT USING " Teacher Observation  " + M1$; SQ16.C, AUSE16.C, SQ16.C1, SQ1


6.C2,SQ16.C3
34290 LPRINT USING " Social, Emotional    " + N1$ ; PQ16.C1, PQ16.C2, PQ16.C3 :PR
INT
34300 LPRINT USING " Student's IEP Goals  " + M1$; SQ16.D, AUSE16.D, SQ16.D1, SQ1
6.D2,SQ16.D3
34310 LPRINT USING " and Objectives       " + N1$ ; PQ16.D1, PQ16.D2, PQ16.D3 : L
PRINT
34320 LPRINT USING " Advice of Other      " + M1$; SQ16.E, AUSE16.E, SQ16.E1, SQ1
6.E2,SQ16.E3
34330 LPRINT USING " Professionals        " + N1$ ; PQ16.E1, PQ16.E2, PQ16.E3 : L
PRINT
34340 LPRINT USING " Parent's Preference  " + M1$; SQ16.F, AUSE16.F, SQ16.F1, SQ1
6.F2,SQ16.F3
34350 LPRINT USING "                      " + N1$ ; PQ16.F1, PQ16.F2, PQ16.F3:LPR
INT
34360 LPRINT USING " Child's Preference   " + M1$; SQ16.G, AUSE16.G, SQ16.G1, SQ1
6.G2,SQ16.G3
34370 LPRINT USING "                      " + N1$ ; PQ16.G1, PQ16.G2, PQ16.G3:LPR
INT
34380 LPRINT USING " Scheduling           " + M1$; SQ16.H, AUSE16.H, SQ16.H1, SQ1
6.H2,SQ16.H3
34390 LPRINT USING " Convenience          " + N1$ ; PQ16.H1, PQ16.H2, PQ16.H3:LPR
INT
34400 LPRINT USING " Student's Grade      " + M1$; SQ16.I, AUSE16.I, SQ16.I1, SQ1
6.I2,SQ16.I3
34410 LPRINT USING " Level                " + N1$ ; PQ16.I1, PQ16.I2, PQ16.I3:LPR
INT
34420 LPRINT USING " Handicapping         " + M1$; SQ16.J, AUSE16.J, SQ16.J1, SQ1
6.J2,SQ16.J3
34430 LPRINT USING " Condition            " + N1$ ; PQ16.J1, PQ16.J2, PQ16.J3:LPR
INT
34440 LPRINT USING " Chronological Age    " + M1$; SQ16.K, AUSE16.K, SQ16.K1, SQ1
6.K2,SQ16.K3
34450 LPRINT USING "                      " + N1$ ; PQ16.K1, PQ16.K2, PQ16.K3
```

```
34520   '       QUESTION 17
34600 LPRINT USING "  Physical Fitness    " + Y$; SQ17.A, AUSE17.A, SQ17.A1, SQ17
.A2,SQ17.A3, SQ17.A4
34610 LPRINT USING  Z$ ; PQ17.A1, PQ17.A2, PQ17.A3, PQ17.A4 : LPRINT
34620 LPRINT USING "  Gross Motor Skills " + Y$; SQ17.B, AUSE17.B, SQ17.B1, SQ17
.B2,SQ17.B3, SQ17.B4
34630 LPRINT USING  Z$ ; PQ17.B1, PQ17.B2, PQ17.B3, PQ17.B4 : LPRINT
34640 LPRINT USING "  Social/Emot. Skills" + Y$; SQ17.C, AUSE17.C, SQ17.C1, SQ17
.C2,SQ17.C3, SQ17.C4
34650 LPRINT USING Z$ ; PQ17.C1, PQ17.C2, PQ17.C3, PQ17.C4 : LPRINT
34660 LPRINT USING "  Sports Skills       " + Y$; SQ17.D, AUSE17.D, SQ17.D1, SQ17
.D2,SQ17.D3, SQ17.D4
34670 LPRINT USING  Z$ ; PQ17.D1, PQ17.D2, PQ17.D3, PQ17.D4 :LPRINT
34680 LPRINT USING "  Knowledge of Sports" + Y$; SQ17.E, AUSE17.E, SQ17.E1, SQ17
.E2,SQ17.E3, SQ17.E4
34690 LPRINT USING  Z$ ; PQ17.E1, PQ17.E2, PQ17.E3, PQ17.E4 : LPRINT
34700 LPRINT USING "  Growth, Development" + Y$; SQ17.F, AUSE17.F, SQ17.F1, SQ17
.F2,SQ17.F3, SQ17.F4
34710 LPRINT USING Z$ ; PQ17.F1, PQ17.F2, PQ17.F3, PQ17.F4 : LPRINT


34780   '       QUESTION 18
34860 LPRINT USING "  Not Aware of          " + Q1$; SQ18.A, AUSE18.A, SQ18.A1, SQ
18.A2,SQ18.A3, SQ18.A4
34870 LPRINT USING "  Appropriate Tests     " + R1$ ; PQ18.A1, PQ18.A2, PQ18.A3, P
Q18.A4 :LPRINT
34880 LPRINT USING "  Inadequate Skills in" + Q1$; SQ18.B, AUSE18.B, SQ18.B1, SQ
18.B2,SQ18.B3, SQ18.B4
34890 LPRINT USING "  Administering Tests " + R1$ ; PQ18.B1, PQ18.B2, PQ18.B3, P
Q18.B4 :LPRINT
34900 LPRINT USING "  Do not believe in     " + Q1$; SQ18.C, AUSE18.C, SQ18.C1, SQ
18.C2,SQ18.C3, SQ18.C4
34910 LPRINT USING "  Testing, assessing    " + R1$ ; PQ18.C1, PQ18.C2, PQ18.C3, P
Q18.C4 :LPRINT
34920 LPRINT USING "  Cost of Purchasing    " + Q1$; SQ18.D, AUSE18.D, SQ18.D1, SQ
18.D2,SQ18.D3, SQ18.D4
34930 LPRINT USING "  Testing materials     " + R1$ ; PQ18.D1, PQ18.D2, PQ18.D3, P
Q18.D4 :LPRINT
34940 LPRINT USING "  Lack of Phys. Educ.   " + Q1$; SQ18.E, AUSE18.E, SQ18.E1, SQ
18.E2,SQ18.E3, SQ18.E4
34950 LPRINT USING "  Class time            " + R1$ ; PQ18.E1, PQ18.E2, PQ18.E3, P
Q18.E4 :LPRINT


35020   '       QUESTION 19
35100 LPRINT USING "  Class Activities      " + Q1$; SQ19.A, AUSE19.A, SQ19.A1, SQ
19.A2,SQ19.A3, SQ19.A4
35110 LPRINT USING "                        " + R1$ ; PQ19.A1, PQ19.A2, PQ19.A3, P
Q19.A4 : LPRINT
35120 LPRINT USING "  Equipment             " + Q1$; SQ19.B, AUSE19.B, SQ19.B1, SQ
19.B2,SQ19.B3, SQ19.B4
35130 LPRINT USING "                        " + R1$ ; PQ19.B1, PQ19.B2, PQ19.B3, P
Q19.B4 : LPRINT
35140 LPRINT USING "  Assessment, Testing   " + Q1$; SQ19.C, AUSE19.C, SQ19.C1, SQ
19.C2,SQ19.C3, SQ19.C4
35150 LPRINT USING "  Procedures            " + R1$ ; PQ19.C1, PQ19.C2, PQ19.C3, P
Q19.C4 : LPRINT
35160 LPRINT USING "  Teaching style        " + Q1$; SQ19.D, AUSE19.D, SQ19.D1, SQ
19.D2,SQ19.D3, SQ19.D4
35170 LPRINT USING "                        " + R1$ ; PQ19.D1, PQ19.D2, PQ19.D3, P
Q19.D4 : LPRINT
35180 LPRINT USING "  Behavior Management   " + Q1$; SQ19.E, AUSE19.E, SQ19.E1, SQ
19.E2,SQ19.E3, SQ19.E4
35190 LPRINT USING "                        " + R1$ ; PQ19.E1, PQ19.E2, PQ19.E3, P
Q19.E4 : LPRINT
35200 LPRINT USING "  Criteria for Grading" + Q1$; SQ19.F, AUSE19.F, SQ19.F1, SQ
19.F2,SQ19.F3, SQ19.F4
35210 LPRINT USING "  or evaluation         " + R1$ ; PQ19.F1, PQ19.F2, PQ19.F3, P
Q19.F4 : LPRINT
```

```
35280   '       QUESTION 20
35360 LPRINT USING "  Assessment of Motor" + V1$; SQ20.A, AUSE20.A, SQ20.A1, SQ2
0.A2,SQ20.A3
35370 LPRINT USING "  Ability             " + W1$ ; PQ20.B1, PQ20.B2, PQ20.B3:LPR
INT
35380 LPRINT USING "  Individualized      " + V1$; SQ20.B, AUSE20.B, SQ20.B1, SQ2
0.B2 ,SQ20.B3
35390 LPRINT USING "  Instruction         " + W1$ ; PQ20.B1, PQ20.B2, PQ20.B3:LPR
INT
35400 LPRINT USING "  Modifying Equipment" + V1$; SQ20.C, AUSE20.C, SQ20.C1, SQ2
0.C2,SQ20.C3
35410 LPRINT USING "  and activities      " + W1$ ; PQ20.C1, PQ20.C2, PQ20.C3 : L
PRINT
35420 LPRINT USING "  Behavior Management" + V1$; SQ20.D, AUSE20.D, SQ20.D1, SQ2
0.D2,SQ20.D3
35430 LPRINT USING "                      " + W1$ ; PQ20.D1, PQ20.D2, PQ20.D3 : L
PRINT
35440 LPRINT USING "  Writing IEPs        " + V1$; SQ20.E, AUSE20.E, SQ20.E1, SQ2
0.E2 ,SQ20.E3
35450 LPRINT USING "                      " + W1$ ; PQ20.E1, PQ20.E2, PQ20.E3 : L
PRINT
35460 LPRINT USING "  State and Federal   " + V1$; SQ20.F, AUSE20.F, SQ20.F1, SQ2
0.F2 ,SQ20.F3
35470 LPRINT USING "  Laws                " + W1$ ; PQ20.F1, PQ20.F2, PQ20.F3:LPR
INT
35480 LPRINT USING "  Knowledge of Handi-" + V1$; SQ20.G, AUSE20.G, SQ20.G1, SQ2
0.G2 ,SQ20.G3
35490 LPRINT USING "   capping condition " + W1$ ; PQ20.G1, PQ20.G2, PQ20.G3:LPR
INT
35500 LPRINT USING "  Motor Development   " + V1$; SQ20.H, AUSE20.H, SQ20.H1, SQ2
0.H2 ,SQ20.H3
35510 LPRINT USING "                      " + W1$ ; PQ20.H1, PQ20.H2, PQ20.H3:LPR
INT
35520 LPRINT USING "  Curriculum Material" + V1$; SQ20.I, AUSE20.I, SQ20.I1, SQ2
0.I2 ,SQ20.I3
35530 LPRINT USING "                      " + W1$ ; PQ20.I1, PQ20.I2, PQ20.I3:LPR
INT
```

```
35600   '       QUESTION 21
35610 GOSUB 35830
35620 LPRINT USING A$; 21 : LPRINT
35630 LPRINT "Single Most Pressing Inservice Need in Physical Education"
35640 LPRINT E$ : LPRINT
35650 LPRINT F$
35660 LPRINT "                                                                  N / %"
: LPRINT E$ :LPRINT
35670 LPRINT USING "  Assessment of Motor Ability    " + G$ ; SQ21.1, PQ21.1
35680 LPRINT USING "  Individualized Instruction     " + G$ ; SQ21.2, PQ21.2
35690 LPRINT USING "  Modifying Equipment,Activities " + G$ ; SQ21.3, PQ21.3
```

MOIDFYING ERROR CORRECTION LINES

During the data entry process SpecPE checks for appropriateness of each data item entered. The question/response design of 16 questions limits possible responses, thereby assuring acceptability. The error catching procedures for these questions is provided to catch typographical errors.

Because budgetary practices vary according to the fiscal policy of each state, the authors have not presumed to set a reasonable range for equipment budgets reported in Question 11. Question 11 will accept any figure entered.

Four questions, 2, 4, 6, and 8, however, request information which may be mis-calculated by the respondent. For each of these questions a generous upper limit of acceptability has been built into the programming. These limits may be changed by rewriting program lines according to the directions provided in this section.

Before attempting modification of the programming, review the General Directions section on page 86. Then use the specific directions given for each question to make necessary changes in the data entry procedures.

Question 2:
Data requested: Number of college courses completed in each of 3 specialized areas.
Maximum number of courses considered acceptable: 15

Applicable program lines: 1370, 1380, 1390, 1670

```
1270     ' ********** INPUT QUESTION 2 **********

1370  IF Q2.A > 15 THEN SEC$ = "A" : GOSUB 1650   'Request corrected entry
1380  IF Q2.B > 15 THEN SEC$ = "B" : GOSUB 1650
1390  IF Q2.C > 15 THEN SEC$ = "C" : GOSUB 1650

1670 PRINT  "If response is greater than 15 enter 0." : PRINT : PRINT
```

1. Follow general directions on page for booting up a working copy of the SpecPE diskette.

2. Type the command: load "enter.bas"
   Press the enter key. The OK prompt will appear.

3. Type the command: edit 1370
   Press the enter key. Line 1370 will be displayed on the screen with the cursor located under the first digit of the line number.

4. Use the cursor movement key (right arrow) to move the cursor beneath the number 15.

5. Replace the number 15 with the new maximum acceptable entry by typing the number into the keyboard. The new typed characters will replace the old. To replace a 2 digit number with a 1 digit number, press the space bar to replace the first digit with a blank space, then type over the second digit.

6. Press the enter key to enter the change into memory.

7. Repeat steps 3-6 to change the number 15 in lines 1870, 1980, and 1670.

8. Type the command: save "enter.bas"
   Press the enter key. The changes will be recorded on the diskette for future use.

Question 4:

Data requested: Number of days inservice in PE for the handicapped.

Maximum acceptable number of days: 20

Applicable program lines: 2270, 2380

```
2220    '     ********** INPUT QUESTION 4 **********
2270 IF Q4 > 20 THEN GOSUB 2370      ' request corrected entry
2380 PRINT  "Error - more than 20 days entered - PLEASE CHECK AND REENTER"
```

1. Follow general directions on page 86 for booting up a working copy of the SpecPE diskette. If the diskette has already been booted, make sure the OK prompt is displayed.

2. Type the command: load "enter.bas"
   Press the enter key. The OK prompt will appear.

3. Type the command: edit 2270
   Press the enter key. Line 2270 will appear on the screen with the cursor positioned under the first digit of the line number.

4. Use the cursor movement key (right arrow) to move the cursor beneath the number 20.

5. Replace the number 20 with the new maximum acceptable entry by typing the new number into the keyboard. The new typed characters will replace the old.
   To replace the number 20 with a one digit number, press the space bar to replace the 2 with a blank space, then type over the second digit, 0.

6. Press the enter key to enter the change into memory.

7. Repeat steps 3-6 to change the number 20 in line 2380.

8. Type the command: save "enter.bas"
   Press the enter key. The changes will be recorded on the diskette for future use.

Question 6:

Data requested: Section A - average number of classes taught per day
Section B - average number of handicapped students per class.
Section C - average number of regular education students per class

Maximum acceptable entries: Section A - 6.5 hrs/teaching day
Section B - 20
Section C - 200

Applicable program lines: Section A - 2850, 2290
Section B - 2860
Section C - 2870

```
2660    '       ********** INPUT QUESTION 6 **********

2850 IF ((Q6.A * MIN)/60) > 6.5 THEN GOSUB 3230     ' error correction
2860 IF Q6.B > 20 THEN GOSUB 3330
2870 IF Q6.C > 200 THEN GOSUB 3400
3290 IF (Q6.A * MIN) /60 > 6.5 GOTO 3460   ' inappropriate response
```

1. Follow general directions on page 86 for booting up a working copy of the SpecPE diskette. If the diskette is already booted, make sure the OK prompt is displayed.

2. Type the command: load "enter.bas"
   Press the enter key

3. Section A - type the command: edit 2850
   Press the enter key.
   Line 2850 will be displayed with the cursor positioned under the first digit of the line number.

4. Use the cursor movement key to move the cursor under the number 6.5.

5. Replace the number 6.5 with the new maximum acceptable entry by typing the new number into the keyboard. The new typed characters will replace the old. To replace 6.5 with a one digit number, type over the 6 then press the space bar twice to erase the decimal and the 5.
   (NOTE: The value 6.5 is derived by calculation and respresents the number of teaching hours in one work day. Change only this number, do not change the number 60, located inside parentheses, in the same program line.)

6. Press the enter key to enter this change into memory.

7. Repeat steps 3-6 to change the number 6.5 in line 3290.

8. Sections B and C: Follow the general procedures used in steps 3-6 to change the number 20 in line 2860 and the number 200 in line 2870.

9. Type the command: save "enter.bas"
   The changes will be recorded on the diskette for future use.

QUESTION 8:

Data requested: Number of schools in which respondent teaches

Maximum acceptable number of schools: 15

Applicable program lines: 3760, 3890, 3920

```
3710     '      ********** INPUT QUESTION 8 **********
3760 IF Q8 > 15 THEN GOSUB   3880       'request corrected entry
3890 PRINT  "More than 15 schools entered - PLEASE CHECK AND REENTER" : COLOR 7,
0
3920 IF Q8 = 0 OR Q8 > 15 THEN TIR8 = TIR8 + 1
```

1. Follow general directions on page 86 for booting up a working copy of the SpecPE diskette. If the diskette has already been booted, make sure the OK prompt is displayed.

2. Type the command: load "enter.bas"
   Press the enter key. The OK prompt will appear.

3. Type the command: edit 3760
   Press the enter key. Line 3760 will appear on the screen with the cursor positioned under the first digit of the line number.

4. Use the cursor movement key (right arrow) to move the cursor beneath the number 15.

5. Replace the number 15 with the new maximum acceptable entry by typing the new number into the keyboard. The new typed characters will replace the old.
   To replace the number 15 with a one digit number, press the space bar to replace the 1 with a blank space, then type over the second digit, 5.

6. Press the enter key to enter the change into memory.

7. Repeat steps 3-6 to change the number 15 in lines 3890 and 3920.

8. Type the command: save "enter.bas"
   Press the enter key. The changes will be recorded on the diskette for future use.

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NOTE:

Your computer's DOS (Disk Operating System) and Advanced Basic Language programs must be added to the SPEC.PE programs before use.

See page 67 (Data Entry Section) of the manual for step-by-step instructions.

spectrum

NCPERH

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October 5, 1984

Mrs. Madeleine Will
Assistant Secretary
Office of Special Education and
Rehabilitation Services
U. S. Department of Education
Switzer Building
330 C Street S. W.
Washington, D. C. 20202

Dear Mrs. Will:

On behalf of the NCPERH, I would like to express my sincere appreciation for the time and the interest you have shown relative to the need to address physical education and recreation concerns for the handicapped. The meeting chaired by Dr. Max Mueller provided a means by which information and communication could flow between the Department of Education and the National Consortium on Physical Education and Recreation for the Handicapped. Attached is a copy of the report that was requested by Dr. Mueller which allowed the NCPERH to offer guidelines and viewpoints relative to priorities and needs within the field.

The NCPERH has been quite impressed with the leadership that has developed within the department over the course of the last 18 months. The attached report was the second document developed by the NCPERH which addressed key areas of concern from which the various divisions within the Office of Special Education-SEP requested information. I feel that these divisions currently have, given the attached document and its predecessor, the necessary information from which to begin the process of identifying priorities that will affect the physical education and recreational needs of exceptional children in this country. The NCPERH is willing to assist the DE:SEP in the development of these guidelines and priorities should you feel this appropriate.

An Equal Opportunity/Affirmative Action Institution

The NCPERH is committed to serving the needs of handicapped children and adults. It is important for these exceptional individuals that organizations that provide services work cooperatively and share information that will contribute to policy and decisions that affect their lifestyles and well-being. For the past three years the NCPERH and DE:SEP have cooperatively attempted to address these needs through two dialogues which resulted in the development of the attached position statement and its predecessor. We will communicate with Dr. Mueller to clarify, expand, or provide further interpretation. We will attempt to establish meeting times so these dialogues will continue and that we might begin the monumental task of identifying guidelines and priorities in the area of adapted physical education and therapeutic recreation.

Again on behalf of the NCPERH, we are indeed thankful for your time and support. We hope this document will provide you with useful and pertinent information.

Sincerely,

Ernest L. Bundschuh
Immediate Past President

ELB/msf

cc: Dr. Max Mueller
Dr. Tom Behrens
Dr. David Rostetter
Dr. Marty Kaufman

PHYSICAL EDUCATION FOR INDIVIDUALS
WITH HANDICAPPING CONDITIONS

INTRODUCTION

This position paper was written in response to a direct request from the Office of Special Education Programs for a definition and discussion of physical education services for individuals with handicapping conditions. Specifically, the purpose of this paper is to (a) define physical education for the handicapped in terms of the nature of services provided, the populations served, and the educational settings and resources employed; (b) clarify the roles and responsibilities of personnel providing such physical education services and outline appropriate professional preparation of service providers; and (c) discuss research needs and demonstration activities with reference to both current funding priorities and physical education issues.

Definition

The wording of P.L. 94-142 demonstrates specific Congressional intent to emphasize physical education as an integral aspect of special education services for all handicapped children. As indicated in the definition of special education, the focus is on instruction in physical education. Physical education is specifically defined as . . .

> . . . development of physical and motor fitness;
>
> . . . development of fundamental motor skills and patterns; and
>
> . . . development of skills in aquatics, dance, individual and group games and sports, including intramural and lifetime sports.

The term physical education includes special physical education, adapted physical education, movement education, and motor development.

Considerations for service delivery. Emphasis should be upon physical education for its own unique contributions to the overall education of students with handicapping conditions, specifically the development of fitness, fundamental motor skills, and games and sports skills. Although teachers of physical education for the handicapped may encourage use of physical and motor activities as a therapeutic modality or as a means of attaining goals and objectives in affective and cognitive areas; within the spirit and letter of P.L. 94-142 such uses of physical activities must be in addition to, not in place of, physical and motor activities for and of their own goals and objectives, contributions, and values to students with handicapping conditions. As such, physical education is not physical therapy, occupational therapy, or therapeutic recreation. Nor should free play or recess be considered equivalent to physical education. Primary physical and motor needs and objectives cannot be compromised, nor the integrity of physical education programs sacrificed.

Physical education for students with handicaps must be administered in a manner consistent with other special education services. That is, services are provided to those children who cannot successfully achieve in the regular physical education class. The focus of physical education for the handicapped is to serve children whose psychomotor performance levels are significantly below average. Teachers of physical education for the handicapped direct their energies toward analyzing such performance, identifying students' strengths and weaknesses, and determining the appropriate programmatic response. Specific education interventions and strategies are then developed to improve performance.

Instructional emphases. Physical education for students with handicaps is a comprehensive service delivery system designed to identify strengths and weaknesses and to foster development within the psychomotor domain. Physical education services for individuals with handicapping conditions should include psychomotor assessment, individualized educational programming, and developmental and/or prescriptive teaching. Although all handicapped students should be afforded these services, the content of instruction will vary according to the ages and abilities of students.

Emphasis at the preschool level is upon the development of appropriate play skills and behaviors. The basic motor skills are developed and practiced during play as well as enhanced by the opportunity for normal motor development.

Emphasis at the elementary school level is upon developing basic motor skills, fundamental movement patterns, good posture, appropriate body mechanics, and physical fitness. Development occurs through individualized and personalized physical activity programs using movement exploration, guided discovery approaches, problem solving techniques, and station or circuit teaching methods.

Emphasis at the middle, intermediate, or junior high school level is upon physical fitness, team games, and sports activities. While this focus does pose a more difficult and challenging situation for both teachers and students, it is far from an impossible task to integrate students with handicapping conditions into regular physical education programs at this level. Many different methods can be used, including specialized instructional techniques, adapted equipment and devices, modified rules for games and sports, flexible class organization, special attention to class leaders, peer tutors, and other student assistance.

Beginning at the high school level and continuing through adulthood, emphasis is upon selective or elective programs involving preparation for lifetime, recreational, and leisure sports and activities. Individuals with handicapping conditions may choose activities which are consistent with their interests, needs, and abilities. Regardless of the nature or severity of an individual's handicapping condition, opportunities are available for instruction and participation in a great variety of indoor

and outdoor vigorous and less active, formal and informal, and individual and group sports and activities.

Quality of instruction. A goal clearly associated with equal educational opportunity for the handicapped is instruction that will maximize the developmental potential of each learner. To achieve this end, teachers should be trained to utilize state of the art instructional and behavioral technologies. Instructional technology refers to the systematic manner of structuring goals and objectives, communicating information, and utilizing feedback systems to enhance student learning. Behavioral technology, on the other hand, is the systematic application of behavioral or psychological principles and environmental manipulations to produce desirable changes in student learning or performance. When teachers are trained to efficiently use instructional and behavioral technologies, optimal student learning and cost-effective education are possible.

Eligibility for Services. All children with handicapping conditions as defined by federal mandate (P.L. 94-142) are to receive appropriate physical education services. Thus, personnel prepared for this task must be able to serve blind, partially sighted, deaf, hard of hearing, mentally retarded, seriously emotionally disturbed, orthopedically involved, learning disabled, multihandicapped, and other health impaired students. Children with handicaps must be provided appropriate programs in all of the parameters of the physical education curricula (physical and motor fitness, fundamental motor skills and patterns, aquatics, team and individual games and sports). Diversity in educational programming may be exemplified through developmental noncategorical approaches. Thus, personnel who are teachers of physical education for students with handicaps require in-depth training to serve diverse populations of children with handicapping conditions.

Special physical and motor needs are those that because of type, degree, or severity cannot at the time be met through participation in regular physical education programs and activities. Stated another way, long-term goals and short-term instructional objectives appropriate for age and/or class peers may not be appropriate for students who have special physical and motor needs at the time of evaluation. These rather general statements can be made more specific through application of physical and motor development eligibility criteria such as . . .

. . . scoring more than one standard deviation below the mean on standardized norm referenced physical and/or motor performance test batteries or on test items validated to measure specific physical or motor abilities;

. . . placing lower than the twenty-fifth percentile on items from norm referenced physical and/or motor performance assessment instruments;

. . . scoring two or more years below chronological age level on a specified number of test items from an appropriate physical and/or motor performance test battery--i.e., scoring at such a level on three out of six test items on the battery;

. . . falling two years below chronological age based on standardized motor development norms;

. . . failing to attain basic minimum performance levels on items scored according to appropriate criterion reference techniques; or

. . . using appropriately sequenced teacher criterion referenced checklists.

Individuals who score well on physical and/or motor performance tests but whose behavior is disruptive or dangerous to themselves and others must be considered for special placement. While emphasis for placement is on physical and motor functions, the whole student must be considered when making placement decisions. Behavior problems of one student cannot be allowed to jeopardize learning opportunities and experiences of others.

Roles and Responsibilities

Physical education for students with handicapping conditions consists of programs designed to enhance their physical fitness and motor skills through modified and developmentally sequenced sport, game, and movement experiences individualized for each participant. The precise role of the special physical educator in providing such instruction is dependent upon many factors. These include the size of the school system, the number and types of handicapped students, and the extent to which regular physical educators are available and prepared to provide programs for students with special needs.

The actual role of the special physical education teacher may be any one or a combination of the following . . .

. . . Direct Service Delivery Specialist: The individual works directly with students in a physical education environment as designated by an IEP.

. . . Resource Specialist: The individual serves as a resource specialist to physical education teachers, special education teachers, regular teachers, paraprofessionals, and parents of handicapped students.

. . . Consultant: The individual serves as a consultant to teachers, parents, community, and other agencies on strategies for providing appropriate physical education programs for the handicapped.

Although responsibilities may vary somewhat depending upon the role or roles assumed, the duties of the adapted physical educator generally include . . .

. . . Evaluating the physical and motoric capabilities and limitations of each student with handicapping conditions,

. . . Planning a physical education curriculum based upon the needs, capabilities, limitations, and interests of each student with handicapping conditions,

. . . Implementing and conducting an instructional physical education program for each student with handicapping conditions,

. . . Conducting basic physical education administrative and supervisory duties related to teaching students with handicapping conditions,

. . . Consulting with regular physical education teachers who have students with handicapping conditions integrated into their programs concerning effective teaching strategies and appropriate curricular activities and emphases,

. . . Providing supportive/resource services to special education classroom teachers and resource room teachers who incorporate motor development and movement activities into the curriculum to enhance cognitive, affective, and motor behavior, and

. . . Interacting and working with professionals and paraprofessionals from various disciplines, parents, and community members who are concerned with handicapped students.

It is apparent that there is a role difference between the regular physical education teacher and the teacher of physical education for children with handicaps. Whereas the regular physical educator should be competent to teach the mildly handicapped student in the mainstream setting, the adapted physical educator typically provides direct service to the more moderately and severely handicapped individual. Current emphasis upon infant stimulation, early childhood, transition, and adult programs for the handicapped has resulted in a broader age range of students in adapted physical education. Thus, special physical educators teach handicapped students who present a vast range of individual differences.

Another role difference between the regular and special physical educator is that the special physical educator is frequently asked to provide indirect service to the handicapped student by serving in an administrative capacity or as a consultant or resource to other teachers. In this latter role, the specialist often serves as a member of the school system's special education staff, performing many services such as assessing the motor skill and physical fitness levels of handicapped students, assisting with the

development of Individualized Education Programs (IEPs), recommending placement options, providing teaching suggestions to physical educators, interacting with related services personnel, recruiting and training volunteers, and informing other teachers about the motor skill and physical fitness objectives for handicapped students. Because of these varied responsibilities, the special physical educator must be prepared to work in a multidisciplinary environment.

The changing role of the teacher of physical education for handicapped students includes selection and training of paraprofessionals to assist in the delivery of services to handicapped children. This includes a careful estimate of the person's present level of ability, attitudes, and assessment of potential for future growth. Further, the educator is responsible for proper orientation, supervision, and evaluation of the paraprofessional who will be assuming many of the responsibilities inherent in a physical education program for children with special needs.

Educational Settings. Physical education services for students with handicaps are delivered in the least restrictive environment. Typical placement classes, self-contained developmental or remedial physical education classes, combinations of these placements, or resource programs.

The teacher of physical education for handicapped students could work within a single educational setting or a combination of education settings, for example, regular school, itinerant service to more than once school, resource room, special school or center, or in a shared service arrangement. Some special physical education teachers may perform much of their work outside the traditional instructional setting. Illustrative is the time spent in individual psychomotor assessment, multidisciplinary programming, and home or community follow-up. Those who work in infant stimulation, early childhood, transition, or adult programs may also work in non-traditional environments.

PROFESSIONAL PREPARATION

The physical education teacher of handicapped students is one who can deliver a broad variety of services to a school or school system. Within the context of the least restrictive environment, a special physical education teacher must be qualified to conduct programs in a variety of settings. That person must also possess a broad spectrum of skills: someone who can assess, develop IEPs, conduct in-service, interact with support personnel, and work with parents; someone who can work with non-ambulatory, nonverbal, and behavior disordered children; and one who can cope with inconveniences such as braces and catheters. In short, the physical education teacher of students with handicaps is an interdisciplinary team member whose skills can be considered as contributing to the whole educational process.

In order to fulfill the roles, responsibilities, and expectations discussed above, the special physical educator must possess numerous knowledges and competencies which are specific to the instruction of handicapped students. These knowledges and competencies include, but are not limited to . . .

Foundations

. . . Understanding of physiological characteristics and mechanical abilities/motor skills of individuals with physical, mental, sensory, neurological and other health needs.

. . . Understanding of typical and atypical physical growth and motor development.

. . . Understanding of psychological and cognitive characteristics of individuals with handicapping conditions as exhibited in motor learning situations.

. . . Understanding of the potential for encouraging positive social behaviors and human interaction through cooperative physical activities, sports, and games.

Curriculum and Methods

. . . Ability to apply strategies for individualizing instruction for students with disabilities in a variety of instructional settings.

. . . Ability to plan individual physical education programs based upon identified goals and objectives.

. . . Ability to apply task analysis techniques in the process of individualizing instruction.

. . . Ability to implement appropriate physical education programs for individuals with disabilities based upon each student's current level of performance.

Practicum

. . . Ability to apply appropriate techniques for encouraging positive behaviors and self-concept as well as for managing problem behaviors.

. . . Ability to function successfully as a team member with other direct service providers such as occupational therapists, classroom teachers, and physical education teachers.

. . . Ability to apply strategies for assessing, identifying, and prescribing specific physical education learning experiences and implementing individualized education programs (IEPs) for children and adults with disabilities.

It is difficult, if not impossible, to include these knowledges and competencies in the typical undergraduate physical education curriculum. Such preparation is usually accomplished in a graduate master's degree program or via special undergraduate professional preparation programs which require advanced training and extra credits beyond the usual graduation requirements.

Several states (CA, IL, KA, LA, MN, MI, NV, NM, PR) have adopted certification, approval, and/or licensing procedures and standards for special physical educators. In general these licensing and certification requirements reflect the value of the knowledges and competencies outlined above.

RESEARCH AND DEMONSTRATION

Current Priorities and Interpretations

For optimal success it is recommended that research proposals submitted by physical educators incorporate the most recent funding priorities.

. . . School-based (direct service delivery) research using school records and focusing on issues relating to the implementation of Public Law 94-142;

. . . Educational use of technological devices and systems by students with handicaps; and

. . . Role of parents and family in the education of students with handicapping conditions.

Examples of how these priorities (particularly the last one) can be related to physical education include . . .

. . . Studies of advocacy models developed cooperatively by parent groups and physical educators to strengthen physical education and recreation delivery services to students with handicaps. These might include . . .

. . . parent involvement in physical education placement decisions;

. . . parent involvement in individualized educational plans as they relate to physical education; and

. . . settlement of disputes between parents and schools relating to physical education, support personnel, Special Olympics, and related extra class activities.

. . . Studies of the total family involvement in the physical education and recreation for students with handicaps with particular attention to the role of siblings; these might encompass cooperative home-school fitness and weight reduction programs, sports, dance, and aquatics involvement, and camping and field sports like fishing and hunting which necessitate good neuromuscular control.

. . . Research on parents as volunteers in physical education for handicapped students concerning service delivery programs and related after school sports, dance, and aquatics programs. This might encompass procedures for training parents and for evaluating effectiveness of this training; procedures for recruiting parents into such programs and sustaining their interest; and determining benefits to parents as well as students with handicapping conditions.

. . . Research on use of computer technology in State Education Agency compliance with P.L. 94-142 in regard to physical education as it relates to their comprehensive system of personnel development (Federal Register, August 23, 1977, p. 42486). Specifically, what successful SEA models can be found which accurately assess numbers needed and existing in regard to special physical educators in the state? How can computer technology be used to evaluate quality of special physical education service delivery in each school district and then synthesize the findings for an accurate SEA report?

. . . Research on use of technological devices like cinematography and related biomechanical analyses in assessing and programming in the psychomotor domain for handicapped students; application of computer technology to the individualized educational plan as it related to physical education and related areas.

Not indicated by SEP as a current funding priority, but nevertheless greatly needed in physical education for the handicapped, are studies which focus on improved implementation of P.L. 94-142. Illustrative of such research are . . .

. . . Research on assessment models for an entire school district that are effective in determining physical education placement with respect to mainstreamed versus non-mainstreamed settings of different class sizes. Assessment should address several criteria and include peer relationships and cognitive ability to cope with team sports rules and strategy as well as physical fitness and motor ability.

. . . Studies of accountability models enabling physical educators to document statistically significant differences in psychomotor performance of students with handicaps resulting from different kinds of physical education service delivery systems. These might include comparison of different teacher-pupil ratios (1:1 vs 1:5 vs 1:30); comparison of use of peer teachers or buddies in instruction versus adult dominated instruction; comparison of mainstreamed versus non-mainstreamed settings.

. . . Studies pertaining to mainstreaming in physical education and addressing such questions as . . .

. . . How does integration affect the physical education setting: teacher-pupil ratio, handicapped student to regular education student ratio, methods, and organization?

. . . What evaluation procedures and instruments are best suited for assessing the outcomes of integrated programs?

. . . How can attitudes of nonhandicapped children toward mainstreaming sports be changed?

. . . Longitudinal studies of the effects of structured physical education programs started early in life in persons with different kinds of handicapping conditions; an analysis of factors contributing to the success of the growing number of disabled athletes who are competing nationally and internationally.

. . . Research on teacher effectiveness as measured by multidimensional approaches, including students' performance, attitudes, and practices (carry-over effect in daily living). This should encompass students with and without handicapping conditions and focus in on how teacher effectiveness affects families as well as individuals.

. . . Research on physical education assessment and programming in low incidence special populations like non-ambulatory, severely retarded, and the multihandicapped individuals.

PHYSICAL EDUCATION ISSUES

The following represent some of the major issues which need definitive action in ensuring compliance with Congressional intent of emphasis on physical education within The Education for All Handicapped Children Act . . .

. . . At the present time there is no direct requirement that physical education be addressed or included in state, and consequently local education agency plans. This creates problems in that interpretations as well as the statute itself includes ". . . instruction in physical education . . ." Therefore, it would be helpful and is certainly warranted based on legislative history and intent that the Division of Assistance to States require that (a) physical education be addressed in all state plans, and (b) state education agencies require that local education agencies address physical education in their plans submitted for state pass-through funds.

. . . Whether physical education is formally/officially required in state plans, it is vital that the Division of Assistance to States include physical education in its monitoring procedures of the states. This, in turn, would necessitate states to include physical education in its monitoring of local education agencies. Such a procedure is necessary to ensure compliance of physical education requirements with the statute itself as well as satisfy Congressional intent for placing emphasis on physical and motor development of children with handicapping conditions in the law.

This procedure is consistent with the January 19, 1981, position paper on IEPs and leaves no doubt of what is expected or required of state and local education agencies in meeting physical education requirements under The Education for All Handicapped Children Act.

. . . Few state and local education agencies include physical education on the individualized education program form. Without addressing the need for physical education services through the IEP process, it is difficult, if not impossible, for children with handicapping conditions to receive appropriate and necessary attention to physical education and their physical and motor development.

. . . At the present time there is still confusion over the relationships between physical education and various therapies including physical and occupational therapy. The statute is very clear--". . . instruction in physical education . . ." is a defined part of special education; however, related services, including physical and occupational therapies, are permissible only if necessary for a child to benefit from a primary special education service.

. . . Basic to appropriate and necessary services in any area, including the physical and motor domain, is valid assessments, informal as well as formal testing. In too few localities is assessment of the physical and motor characteristics/functions of children with handicapping conditions being done at all and/or appropriately.

. . . A primary need among all regular teachers, including those in physical education, is in-service opportunities. It has been shown that regular physical education teachers are receptive to working with children having handicapping conditions when they have appropriate in-service opportunities and resource support.

SURVEY OF PHYSICAL EDUCATION SERVICES

FOR HANDICAPPED STUDENTS

Please complete the following survey to the best of your knowledge and abilities. The information obtained will be utilized to provide needs for inservice.

1. CHECK THE HIGHEST DEGREE YOU HAVE EARNED.

1_____Bachelor

2_____Masters

3_____Specialist

4_____Doctorate

2. NUMBER OF FORMAL COLLEGE COURSES FOR WHICH YOU HAVE EARNED CREDIT IN:

a_____Adapted Physical Education

b_____Motor Development

c_____Special Education

3. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW.
1 = YES 2 = NO

Have you had:

a_____Supervised practicum in Special Physical Education

b_____Student teaching in Special Physical Education

c_____Student teaching in Regular Education with handicapped students

_____d. NUMBER OF DAYS OF INSERVICE IN ADAPTED PHYSICAL EDUCATION IN THE LAST 2 YEARS.

The following questions pertain to the type and number of students, the duration, frequency, budget and facilities for classes that you teach.

5. HOW LONG IS THE AVERAGE PHYSICAL EDUCATION CLASS THAT YOU TEACH?

1_____15-25 minutes

2_____30-45 minutes

3_____45 + minutes

6. ON A TYPICAL SCHOOL DAY, WHAT IS THE AVERAGE NUMBER OF

a_____class periods that you teach?

b_____handicapped students that you teach in one class period?

c_____regular education students that you teach in one class period?

7. WHAT IS THE AVERGE NUMBER OF TIMES PER WEEK YOU MEET WITH CLASSES THAT YOU TEACH?

1_____1 time per week

2_____2 times per week

3_____3 times per week

4_____4 times per week

5_____5 times per week

_____8. IN HOW MANY SCHOOL BUILDINGS DO YOU TEACH PHYSICAL EDUCATION?

9. PLEASE CHECK EACH TYPE OF HANDICAP OF STUDENTS THAT YOU TEACH?

a_____Multi/Physical handicap

b_____Mild Mental Handicap (EMR)

c_____Moderate/Severe Mental Handicap (TMR/SMR)

d_____Hearing/Vision Impairment

e_____Learning Disability

f_____Behavior Disorder

g_____Severe Emotional Disturbance

10. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY THE FACILITIES ARE UTILIZED IN YOUR SCHOOL FOR HANDICAPPED STUDENTS IN PHYSICAL EDUCATION CLASSES.

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = DO NOT HAVE FACILITY

a_____gym

b_____multipurpose room

c_____outdoor field

d_____swimming pool

e_____locker room

f_____classroom

g_____weight room

_____11. WHAT WAS YOUR TOTAL BUDGET FOR EQUIPMENT FOR USE IN YOUR PHYSICAL EDUCATION CLASSES IN FISCAL YEAR 1983-84?

12. APPROXIMATELY WHAT PERCENTAGE OF YOUR BUDGET WAS UTILIZED FOR PURCHASE OF EQUIPMENT TO MEET THE NEEDS OF HANDICAPPED STUDENTS THAT YOU TEACH?

1_____0%

2_____1-10%

3_____11-25%

4_____26-50%

5_____50 +

The following questions pertain to the nature of the physical education program for handicapped students that you teach.

---

13. PLEASE USE THE FOLLOWING CODE TO ANSWER THE QUESTIONS BELOW:

1 = YES, 2 = NO, 3 = DON'T KNOW

In your school, do you routinely

a_____refer students to the special education faculty or to the school administration to determine if they are handicapped or need special services?

b_____request to take part in IEP meetings?

c_____attend IEP meetings?

d_____send written input to IEP meetings?

e_____write parts of IEPs for handicapped children in physical education classes?

14. USING THE FOLLOWING CODE, DESCRIBE THE IEP FORMS UTILIZED BY YOUR SCHOOL: 1 = YES, 2 = NO, 3 = UNSURE

a____Does your school use a standard IEP form?

b____Do you have any special forms for writing the physical education section of IEPs?

c____Do parents of handicapped children provide input about physical education goals and objectives?

d____Does your school have a data bank or list of IEP goals and objectives for you to choose from?

15. CHECK WHETHER IN YOUR SCHOOL, YOU ARE INVOLVED IN RECOMMENDING PLACEMENT OF HANDICAPPED CHILDREN INTO REGULAR OR ADAPTED PHYSICAL EDUCATION CLASSES.

1____Yes

2____No

3____Not applicable

16. PLEASE USE THE FOLLOWING CODE TO INDICATE HOW IMPORTANT THESE FACTORS ARE IN DETERMINING A STUDENT'S NEED FOR ADAPTED PHYSICAL EDUCATION:

1 = OF LITTLE IMPORTANCE, 2 = IMPORTANT, 3 = OF CONSIDERABLE IMPORTANCE

a_____formal tests of motor skills, physical fitness, motor ability, or growth and development

b_____teacher observation of motor skills and physical fitness levels

c_____teacher observation of the students social and emotional skills

d_____the students IEP goals and objectives in physical education

e_____advice of classroom teachers, special educators and/or other professionals in your school

f_____parents' preferences

g_____child's preferences

h_____scheduling convenience

i_____student's grade level

j_____student's handicapping condition

k_____student's chronological age

17. PLEASE USE THE FOLLOWING CODE TO INDICATE THE DEGREE OF DIFFICULTY YOU HAVE IN ASSESSING THE PERFORMANCE LEVELS OF HANDICAPPED CHILDREN

1 = NO DIFFICULTY, 2 = SOME DIFFICULTY, 3 = CONSIDERABLE DIFFICULTY, 4 = NOT APPLICABLE

a_____physical fitness

b_____gross motor skills

c_____social/emotional skills

d_____sports skills

e_____knowledge of sports or rules

f_____physical growth and motor development

18. PLEASE USE THE FOLLOWING CODE TO INDICATE IN GENERAL, HOW PROBLEMATIC THESE FACTORS ARE IN ASSESSING THE MOTOR ABILITIES OF HANDICAPPED CHILDREN:

1 = NOT A PROBLEM, 2 = SOMEWHAT PROBLEMATIC, 3. SIGNIFICANT PROBLEM, 4 = NOT APPLICABLE

a_____am not aware of appropriate tests for handicapped children

b_____do not have necessary skills in administering tests

c_____do not believe in testing or assessment

d_____cost of purchasing test kits or materials

e_____lack of physical education class time (contact hours with students)

19. PLESE USE THE FOLLOWING CODE TO INDICATE HOW FREQUENTLY YOU INDIVIDUALIZE THESE ASPECTS OF INSTRUCTION FOR HANDICAPPED STUDENTS THAT YOU TEACH

1 = NEVER, 2 = SOMETIMES, 3 = ALWAYS, 4 = NOT APPLICABLE

a_____class activities

b_____equipment

c_____assessment or testing procedures

d_____teaching style (the nature of your interaction with students)

e_____behavior management

f_____criteria for grading or evaluation

The following questions pertain to opinions concerning the need for inservice training in adapted education

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20. PLEASE USE THE FOLLOWING CODE TO INDICATE THE EXTENT OF THE INSERVICE NEEDS OF THE PHYSICAL EDUCATION FACULTY IN YOUR SCHOOL RELATIVE TO PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS.

I = NO NEED, 2 = SOME NEED, 3 = GREAT NEED

a_____assessment of motor ability

b_____individualized instruction

c_____modifying equipment and activities

d_____behavior management

e_____writing IEPs

f_____state and federal laws concerning education of the handicapped

g_____knowledge of handicapping conditions

h_____motor development

i_____curriculum materials

21_____OF THE CONCERNS LISTED IN BELOW, SELECT THE SINGLE MOST PRESSING INSERVICE NEED IN PROVIDING PHYSICAL EDUCATION PROGRAMS FOR HANDICAPPED STUDENTS IN YOUR SCHOOL.

1_____assessment of motor ability

2_____individualized instruction

3_____modifying equipment and activities

4_____behavior management

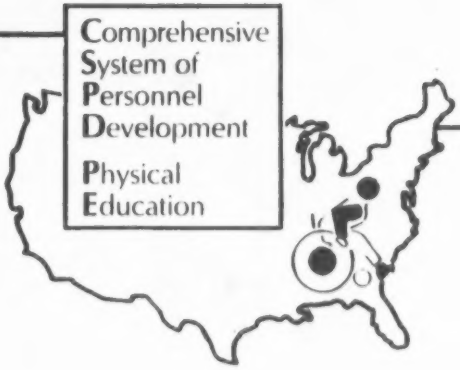
5_____writing IEPs

6_____state and federal laws concerning education of the handicapped

7_____knowledge of handicapping conditions

8_____motor development

9_____curriculum materials



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PLANS AND SERVICES

THE UNIVERSITY-AFFILIATED FACILITY AT THE UNIVERSITY OF GEORGIA

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION INSTITUTION

PROJECT CSPD-PE

WHY

Because physical education for individuals with handicaps is a relatively recent area of concern in public education, individual states have been faced with the task of assessing need and providing programs for new student services, teacher inservice, changing facility and equipment requirements, and innovative teaching and communication relationships between special education and physical education specialists. In meeting these requirements and other attendant problems, each state has found itself "charting new territory" and "creating from scratch" without the benefit of a viable interstate network or plan.

Consequently, at this point there is little concensus nationally:

...in the operational definition of special physical education;

...in methods of referral and evaluation of a student's physical education needs;

...in criteria for placement in special physical education programs, therefore, documenting a need for special physical educators; and

...in qualifications for those teachers providing special physical education services.

HOW

Project CSPD-PE can assist in identifying solutions by:

...Providing a common point for communication. The SpecialNet bulletin board SPEC.PE is now available to all State

Education Agencies. Please use it to post special PE messages of interest to other states, requests for information, or other items of national concern in the provision of physical education services to individuals with disabilities. You can communicate with Project Staff by addressing messages to the user name Project.CSPDPE.

...Providing a basic needs assessment instrument targeted at physical educators currently providing services to students. This instrument can assist in identifying present:

Qualifications of Teachers
Nature of the Physical Education Programs
Need for Inservice Training

...Providing regional workshops to familiarize representatives for states with needs assessment materials and strategies for their implementation.

...Providing computer based programming to analyze data gathered from the needs assessment instrument. The program will be organized and written specifically to allow each state education agency to make revisions which conform to individual state requirements.

...Providing for ongoing technical assistance in the use of the needs assessment instrument, and

...Providing technical assistance to states in individualizing the basic materials provided. The Project Director and Technical Assistance Coordinator are available to assist state personnel in refining and individualizing the materials to meet targeted needs.

YOUR PART

...Communicate with Project Staff regarding need for resources/information in the provision of special PE services.

...Have representatives attend a regional workshop.

...Communicate with Project Staff to facilitate refinement and individualization of project materials.

Project Staff:

Ernest Bundschuh
Project Director

Shirley Crowley
Technical Assistance Coordinator

Barbara Gilley
Secretary

Deb Baber
Project Co-coordinator
Valdosta State College

Gail Webster
Project Co-coordinator
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Advisory Board:

Marlene Bryar, Consultant
Special Education, Georgia

Richard Schofer, Director
National Project on Manpower Planning

Elwood Pace, Director
Special Education, Utah

OSEP Project Officer:

Martha Bokee

ERROR CORRECTION PROCEDURES

Errors Detected During Data Entry

Machine Error Detection

The SpecPE software system automatically tests each data entry to ensure that the entry falls within an acceptable value range. If the entry is not acceptable, the computer signals the user by emitting a beeping sound and prompting the user for a corrected entry. For example, Question 1 is multiple choice with 4 options, so the numbers 1, 2, 3, or 4 would be acceptable entries. Negative numbers, zero, and numbers greater than 4 would be recognized as unacceptable and a corrected entry would be requested.

User Error Detection

The automatic entry testing mechanism ensures that each data entry is acceptable. It cannot determine that an acceptable entry is, in fact, a correct entry. In our Question 1 example, SpecPE considers the numbers 1, 2, 3, or 4 to be acceptable entries. If the user accidently enters the number 2 when the actual questionnaire response was 3, the incorrect data will be accepted. Since both 2 and 3 are acceptable responses, the computer has no way of knowing that a typographical error has been made.

Such errors may be corrected in either of two ways:

1. Check each entry before pressing the enter key. If a typing error is found the backspace key may be used to erase the original characters. Retype the entry, then press the enter key.

2. Use the "E" data entry option to change previous entries which have already been accepted by the system. Sometimes the user will not realize that acceptable but incorrect data has been entered until after the entry has been accepted and SpecPE has progressed to the next data prompt. The "E" data entry response allows the user to suspend data entry at any question prompt, correct previous errors, then return to the question prompt and continue data entry.

   To use this method:

   1. Each data entry prompt provides an example of the proper "E" entry format. Type the entry format shown on the screen and press enter to access the correction feature.

   2. An explanation of the correction procedure will be printed on the screen. Read and follow these instructions carefully.

   3. Change data entry for Question # 1-21:

      Enter the number of the question to be changed. You may change the entry for any question on any questionnaire in the current data entry session.

4. Most recent entry:

   The most recent entry for the question chosen is displayed. This information is provided as a memory aid and does not restrict the changes you may make. You may change entries from any questionnaire processed during the current data entry session, but the computer can only remind you of the most recent one.

5. Reenter bad data (for removal):

   To remove incorrect data, repeat (retype) the data entry error exactly the way you originally typed it. For multiple response questions you must retype the entire entry (good and bad data) to remove it. Think of this as a subtraction procedure. SpecPE will "subtract" the data you specify from the data pool.

6. Enter correct data:

   Enter the correct data. Think of this as an "addition" procedure. SpecPE has already "subtracted" the incorrect data from the data pool, it will now "add" back the correct data.

7. Another ? (Y or N)

   This prompt allows you to change other questions before returning to the regular data entry process. Respond Y (yes) to change additional data before returning to the new data entry process. Respond N (no) to return to the new data entry process. SpecPE remembers where you stopped entering new data and will return you to that point. For example, if you entered the E code at the Question 4 entry prompt SpecPE will return to the Question 4 prompt ready to accept new data.

Correcting Data Already Stored in Data Files

SpecPE provides a procedure for deleting an entire questionnaire from a data file in which it has already been stored. This procedure is useful for correcting sorting errors. For example, if you discover that a questionnaire from Region 1 has accidently been entered and stored in a Region 2 data file, you may delete the Region 1 data from the Region 2 file, then later reenter the questionnaire along with other Region 1 data.

This procedure changes the invisible cumulative data base. When used carefully and sparingly it is a reliable tool for correcting occasional errors. User verification of corrections made by this procedure would be a tedious and time consuming chore. Therefore, it should not be considered a substitute for careful checking of questionnaire groupings before data entry.

To safeguard against accidental or indiscriminate changes to a permanent data file, this procedure has been stored in a separate program named delq.bas (short for delete questionnaire), and must be requested by name. The procedure cannot be accessed from the SpecPE menu.

NOTE: The entire procedure must be repeated for each question to be deleted and for each file to be changed. To access the "Delete Questionnaire" procedure:

A. If you are currently using the SpecPE software, exit the system by choosing option 6 - End Session at the Task Selection Menu.

   When you see the OK prompt on the left side of the screen, type the following command:

   run "delq.bas"

B. If you are not currently using SpecPE, boot the SpecPE program diskette.

   When you see the OK prompt on the left side of the screen type the following command:

   run "delq.bas"

Instructions for using the deletion procedure will be printed on the screen. Read the instructions carefully before proceeding.

At the "Continue?" prompt respond Y(yes) to continue or N(no) to exit the procedure and go to the Task Selection Menu.

If you continue, the program will ask for the name of the file to be corrected. Enter the filename.

Data entry prompts will be displayed for each of the 21 questions on the questionnaire. Enter data from the questionnaire just as you would when entering new data. Be sure to proofread each entry and correct any errors before pressing the Enter key. You cannot use the "E" option to change an entry during this procedure.

The delq program will automatically make all necessary adjustments to the data file, then write the corrected data onto the diskette under the same filename.

The delq program will ask if you want to perform another deletion procedure. If you want to delete the same questionnaire from another file or if you want to delete another questionnaire from any file respond Y(yes) and repeat the procedure. To exit the program and go to the Task Selection Menu respond N(no).

TEACHER TRAINING NEEDS IN ADAPTED PHYSICAL EDUCATION: THE NATIONWIDE IMPLICATIONS OF FIVE INDEPENDENT SURVEY INVESTIGATIONS

[These papers were presented as a Research Consortium Symposium at the American Alliance for Health, Physical Education, Recreation, and Dance Convention in Atlanta, Georgia on April 21, 1985.] The objectives of this symposium were threefold: (a) to communicate the results of independent surveys conducted in Vermont, Georgia, Arkansas, New York/New Jersey, and Indiana; (b) to discuss the similarities and differences among these survey results with particular attention to teacher training needs; and (c) to emphasize the nationwide implications of these survey results. The collective findings of these survey investigations have implications for both inservice and preservice teacher training, as well as for funding priorities associated with professional preparation grant programs. The symposium will be of particular interest to physical educators concerned with professional preparation and teacher certification.

PHYSICAL EDUCATION FOR THE HANDICAPPED IN VERMONT. D. Larry Carmichael, University of Vermont. Rural states such as Vermont have unique problems in adapted physical education (APE) service delivery, including lack of APE training programs, small numbers of handicapped students widely distributed throughout the State, and lack of facilities and resources. The purpose of this study was to determine the status of APE services to handicapped students and the training needs of physical education teachers in the State of Vermont. Surveys were mailed to all physical education teachers in Vermont (n=350) based upon the State Department of Education teacher registry. Data were compiled on a statewide and service region basis. The results provided a needed update of the demographics of certified physical education teachers in Vermont. Training needs which were revealed have implications for the only APE professional preparation program in the State, and for statewide inservice training of physical educators.

THE STATUS OF PHYSICAL EDUCATION FOR HANDICAPPED STUDENTS IN THE PUBLIC SCHOOLS OF GEORGIA. Deborah Baber, Valdosta State College, Valdosta, Georgia. Certification in adapted physical education is presently not available in Georgia, although regular and adapted physical education teachers have approximately 15 and 45 quarter hours, respectively, of course work related to special education. Of the regular physical educators (n=718) responding to a survey on adapted physical education service delivery in Georgia, 85% teach approximately 4 handicapped students per class in general physical education classes. The adapted physical education teachers teach handicapped students exclusively, and have an average of 9 students per class. Training needs include the planning and evaluation of inservice programs in adapted physical education and determining effective means for involving regular physical educators in IEP development.

EVALUATION OF DIRECT SERVICE DELIVERY AND TEACHER TRAINING IN PHYSICAL EDUCATION FOR HANDICAPPED STUDENTS IN ARKANSAS. Thomas W. Oakley, Dallas Independent School District. The investigator utilized the Countenance Model (Stake, 1967) to guide a statewide evaluation of adapted physical education (APE) services in Arkansas. The NCPERH State Needs Assessment (Chasey, 1979), the Survey of APE Needs (Sherrill & Megginson, 1984), and the APE Teacher Training Survey (Oakley, 1984) were used to survey SEA, LEA, and PE department personnel respectively. Chi-square goodness-of-fit tests were computed to determine whether existing APE services in Arkansas were congruent with desired conditions. The results revealed a need for (1) additional practica experiences for undergraduate students in APE, (2) an undergraduate specialization in APE to provide adequate qualified personnel at the local level, and (3) information regarding APE materials and methodology at the local school district level.

PHYSICAL EDUCATORS' PERCEPTIONS OF MAINSTREAMING MILDLY HANDICAPPED STUDENTS. **Diane Craft, James Santomier, Patricia Hogan, and Emily Wughalter, New York University.** The purpose of this study was to determine physical education (PE) teachers' perceptions of mildly handicapped students' performance in the mainstream, and the perceived adequacy of teacher skills and training for accomodating these handicapped students. The survey was mailed to 450 PE teachers in New York and New Jersey, states which do not have certification in adapted PE, but do have handicapped students in mainstreamed and special school settings. 97 PE teachers responded, 92 of whom actually taught handicapped students. Most respondents (68-80%) had negative opinions toward the mainstreaming of mildly handicapped students, and most (62-63%) regard additional university coursework as necessary before teaching these mildly handicapped students in the mainstream.

ADAPTED PHYSICAL EDUCATION SERVICE DELIVERY AND TEACHER TRAINING NEEDS IN INDIANA. **Gail M. Dummer, Michigan State University, and Kim Davis, Indiana University.** Indiana physical educators and principals representing 228 schools (35.7% return) responded to a survey on adapted physical education service delivery patterns and teacher training needs. More than 90% of the respondents indicated considerable effort to individualize instruction for handicapped students in mainstreamed (average 24 students/teacher) and adapted physical education (average 5 students/teacher) classes. Fewer than 15% reported regular involvement in the IEP process. Practical concerns about curricular materials, knowledge of handicapping conditions, and the IEP process emerged as the greatest teacher training needs. Lack of time and limitations in the size and qualifications of school faculty were seen as the most significant obstacles to improvement of physical education for handicapped students.

TEACHER TRAINING AND THE DELIVERY OF PHYSICAL EDUCATION SERVICES TO SPECIAL EDUCATION STUDENTS: A NATIONAL PERSPECTIVE. **Ernest Bundschuh, University of Georgia.** Special physical education needs at both preservice and inservice levels have not been well documented by institutions of higher education or state education agencies. Nevertheless, a need for greater quality in the direct delivery of services and an increasing demand by local school systems for additional qualified personnel to teach handicapped students are apparent. Adding to this dilemma are revisions in supported federal priorities that have eroded any advancement in the status of special physical education programs. Few (nine) states have approved certification in special physical education. Efforts to increase this number have met minimal success. Available data on regular physical educators strongly suggests they have inadequate teaching knowledges and skills, perhaps underlining their minimal involvement in the IEP process. In a positive direction, increased teacher qualifications are linked favorably with teacher attitudes and performance of special education services.

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Posted: Tue Jan 20, 1987 12:45 PM EST Msg: QGIH-2796-2001
From: PROJECT.CSPDPE
To: Spec.PE
Subj: PHYSICAL ED./FED. COMPLIANCE

Recently, the Office of Special Education Programs, U.S. Department of Education published a document entitled, "Standards and Guidelines for Compliance with Federal Requirements for the Education of the Handicapped." The introductory paragraphs denote that this document is a synthesis of three (3) draft monitoring manuals that were disseminated in 1985. The present document is a revision based on recommendations from individuals throughout the country.

The document is intended to provide technical assistance to State Education Agencies in developing policies, procedures, and regulations which will ensure compliance with Federal statutory and regulatory requirements. The document includes statutory and regulatory requirements from Part B of the Education of the Handicapped Act and provides the basis for determining state compliance and noncompliance with Federal requirements. The document compiles the Federal requirements for: SEA Monitoring, General Supervision, Least Restrictive Environment, Individual Education Programs, Due Process, and Surrogate Parents. These are the designated areas the Office of Special Education Programs will review during future site visits to the states. Definitions provided include:

COMPLIANCE means the state fulfills all obligations of a Federal requirement based on the available information reviewed.

COMPLIANCE ASSESSMENT means the comparison of available information with Federal requirements are met.

COMPLIANCE MONITORING REPORT means a standard report addressing the findings of the requirements investigated. The report cites the Federal requirements found to be in noncompliance, identifies the facts supporting the findings, identifies specific corrective actions, and provides recommendations for consideration by the SEA in improving the administration of EHA-B.

COMPLIANCE MONITORING STANDARDS identify existing Federal requirements that establish SEA responsibilities and specify how OSEP determines whether SEAs are in compliance with these requirements.

CORRECTIVE ACTION PLAN means a plan of activities developed by the SEA or the LEA addressing the identified issues or noncompliance.

QUALIFIED means that a person has met State Education Agency approved or recognized certification, licensing, registration, or other comparable requirements which apply to the area in which he/she is providing special education (which includes physical education*) and related services.

*Inserted by CSPD-PE

Additional definitions are provided in the document along with acronyms and abbreviations utilized.

The information following has been abstracted from the monitoring document as it addresses issues specific to physical education. Under the area of Least Restrictive Environment is related that Federal statues and regulations require that each State Education Agency carry out a minimum of seven (7) administrative responsibilities regarding the education of handicapped children, to the maximum extent appropriate with their nonhandicapped peers. Included among the seven (7) administrative responsibilities are:

Adoption and the use of policies and procedures which ensure that each handicapped child participates with nonhandicapped children in nonacademic and extracurricula activities to the maximum extent appropriate to the needs of that child. (34 CFR 300.553; 300.306).

Adoption and use policies and procedures which ensure that handicapped children have available to them a variety of educational program and services available to nonhandicapped children in the area served by the agency. (34 CFR 300.05; 300.307).

a. Each public agency shall take steps to ensure that its handicapped children have available to them the variety of educational programs and services available to nonhandicapped children in the area served by the agency, including:

   i. Art;
   ii. Music;
   iii. Industrial arts;
   iv. Consumer education and homemaking education; and
   v. Vocational education. (300.305)

b. Physical education services, specially designed if necessary, must be made available to every handicapped child receiving a free appropriate public education (300.307(a)).

c. Each handicapped child in any educational setting must be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children, unless the child needs specially designed physical education, as prescribed in the child's IEP or the child is enrolled full time in a separate facility. (300.307(b)).

d. If specially designed physical education is prescribed in a child's IEP, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for it to be provided through other public or private programs. (300.307(c)).

Pages 26-28, Standards and Guidelines Document.